بسم الله الرحمن الرحیم

IN THE NAME OF ALLAH
THE COMPASSIONATE THE MERCIFUL

انگلیسی (۱)

سال اوّل دبیرستان

وزارت آموزش و پرورش
سازمان پژوهش و برنامه‌ریزی آموزشی

برنامه‌ریزی محتوا و نظارت بر تألیف : **دفتر برنامه‌ریزی و تألیف کتابهای درسی**

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۱۳۹۱



پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبانهای زندهٔ دنیا جزو برنامهٔ تبلیغات مدارس باشد... امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی «قدّس سرّه الشّریف»

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بسمه تعالی

همکار محترم

در تنظیم درسهای این کتابها بخشهای مختلفی در نظر گرفته شده که ذیلاً به شرح اهداف و روش تدریس هر یک از بخشها می‌پردازیم و امیدواریم دبیران محترم با آگاهی از اهداف موردنظر از هر بخش، شیوه تدریس مناسب را برای آموزش آن برگزینند.

بخش *A(New Words) Reading*: هدف از ارائه این بخش آشنا ساختن دانش‌آموزان با لغات جدید است. مهم این است که این کار حتی‌الامکان بدون استفاده از زبان فارسی صورت گیرد. معلم با استفاده از تکنیک‌های مختلف آموزش لغات (نشان دادن شیئ، استفاده از حرکات برای نشان دادن افعال، نشان دادن تصویر، ارائه تعریف‌های ساده، دادن مترادف، متضاد و غیره) معنی کلمات را به دانش‌آموزان می‌آموزد و با استفاده از جملات داده شده در این قسمت، فرصت و امکان استفاده از زبان انگلیسی را به‌صورت گفت‌وگو، سؤال و جواب و... فراهم نموده و نحوهٔ کاربرد کلمات را در جملات آموزش می‌دهد. بدیهی است معلم می‌تواند با توجه به عوامل مختلف، در صورت لزوم، جملات دیگری را نیز مورد استفاده قرار دهد.

بخش *B(Reading)*: هدف خواندن متن و درک آن است. متن درس نباید به هیچ‌وجه برای دانش‌آموزان ترجمه شود. هدف آموزش «ترجمه» نیست، منظور این است که دانش‌آموزان متنی را به زبان انگلیسی بخوانند و سعی کنند معنی جملات آن را حتی‌الامکان بدون توسل به زبان مادری درک کنند. معلم نباید همه نکات مختلف دستوری را که احیاناً در جملات متن و سایر بخشها آمده است برای دانش‌آموزان توضیح دهد. توضیحات دستوری تنها در محدوده نکاتی است که در *E* و *D* مطرح شده. البته چون مطالبی که قبلاً تدریس شده در قالب جملات قسمتهای مختلف درس مرتباً به کار رفته و مرور می‌شوند، دانستن آنها برای دانش‌آموزان ضروری است.

بخش *D* و *E (Speak Out, Write It Down)*: در این قسمتها، نکات دستوری درس مطرح شده است، در تدریس نکات دستوری، مانند کتب انگلیسی دورهٔ راهنمایی، اغلب تمرین‌هایی که شامل مراحل *Repetition*، *Substitution*، *Transformation* و *Production* می‌باشد در این کتاب گنجانده شده است.

باید توجه داشت که دستور زبان به خودی خود «هدف» نبوده بلکه وسیله‌ای است جهت درست نوشتن، درست خواندن و درست صحبت کردن. همکاران محترم توجه داشته باشند که توضیحات دستوری مطرح شده در کتاب خطاب به «معلم» (*To the teacher*) می‌باشد و نباید انتظار داشت دانش‌آموزان این توضیحات را «حفظ» کنند و به هیچ‌وجه خارج از محدوده مطالبی که در کتاب مطرح شده است نکاتی را به دانش‌آموزان یاد ندهند.

بخش *F(Language Functions)*: اجزای جملات این قسمت نباید برای دانش‌آموزان از لحاظ دستوری مورد بحث قرار گرفته و تشریح شوند. در بعضی جملات نکاتی وجود دارد که دانش‌آموزان هنوز نیاموخته‌اند. نباید از دانش‌آموزان خواست عین جملات کتاب را طوطی‌وار حفظ کنند. بلکه موقعیت‌های مطرح شده را باید به‌صورت طبیعی با دانش‌آموز و ضمن ایفای نقش تمرین نمود. در نهایت باید خود دانش‌آموزان بتوانند براساس جملات این قسمت در نقش‌های مختلف با یکدیگر صحبت کنند.

بخش *G(Pronunciation Practice)*: هدف آشنا ساختن دانش‌آموزان با تلفظ صحیح حروف، کلمات و جملات است. مسلماً تدریس باید به‌صورت تکرار و تمرین و احیاناً بازیهای جالب انجام شود. دانستن معنی کلماتی که قبلاً تدریس نشده ضروری نیست.

بخش *I(Vocabulary)*: در این بخش لغات جدید درس به ترتیب حروف الفبا آورده شده است. با توجه به ارتباط مطالب کتب زبان انگلیسی دورهٔ دبیرستان با مطالب کتابهای انگلیسی دورهٔ راهنمایی، به دبیران محترم توصیه می‌شود. در ابتدای سال تحصیلی نکات مهم کتابهای دورهٔ راهنمایی را در کلاس مرور کرده و دانش‌آموزان

را برای شروع این کتاب آماده نمایند.
این کتاب دارای نرم‌افزار آموزشی صوتی و راهنمای معلم می‌باشد. هم‌چنین در ادامه به‌منظور آموش مفیدتر زبان انگلیسی درآینده نزدیک، نظر شما همکاران محترم رابه چشم‌انداز آموزش زبان انگلیسی معطوف می‌داریم؛

چشم‌انداز آموزش زبان انگلیسی

با لطف و مدد الهی، همسو با برنامه‌ریزی‌های جدید به منظور بسترسازی مناسب برای ایجاد تحول بنیادین در نظام آموزشی ــ تربیتی کشور، در گروه زبان‌های خارجی دفتر برنامه‌ریزی و تألیف کتب درسی، نظریه و رویکردی نوین و نوآورانه مورد توجه صاحب‌نظران و کارشناسان قرار گرفت.

در این رویکرد، ضمن توجه به اهمیت پرداختن به چیستی، چرایی و چگونگی فعالیت‌های آموزشی ــ تربیتی، آموزش کیفی و توأمان مهارت‌های چهارگانهٔ زبانی (گوش دادن، سخن گفتن، خواندن و نوشتن) و کیفی‌سازی آموزش مهارت‌های یادگیری نیزمدّنظر است. در این راستا، فراگیرندگان باید متفکرانه، عاقلانه و عالمانه از یک‌سو، و با نگاهی دوسویه، هدفمند و ارزش مدار از سویی دیگر، فعالانه و آگاهانه، مهارت‌آموزی کنند.

به‌منظور دست‌یابی به زیبایی‌شناسی فطری، تألیف کتاب‌های درسی جدید رویکردی تفکرگرا، تعقل محور و خودشکوفا دارد و در آن ایجاد ارتباطی سالم، با نشاط، ارزش‌مدار، هدفمند، فعال، پویا، معنادار، دوسویه و تأثیرگذار مورد تأکید است. در برنامه‌ریزی‌های جدید، رویکرد تألیف کتاب‌های زبان‌های خارجی به‌ویژه زبان انگلیسی،از نگاهی علمی ــ معرفتی، منطقی و فرهنگی برخوردار است که در واقع ارزش‌های هویتی اسلامی ــ ملی‌مان را در بردارد. این برنامه، کیفی‌سازی آموزش زبان را با نگرشی توحیدی نسبت به تنظیم اهداف، محتوا، روش‌یاددهی، ارزش‌یابی فرایندی و ... نیز پوشش می‌دهد.

در این رویکرد، پیام‌های آموزشی ــ تربیتی از مرز مفاهیم پیشتر می‌روند و کاربردی می‌شوند. فراگیرندگان در فضای آموزشی ــ تربیتی و کلاس درس، مصرف‌کنندهٔ صرف اطلاعات دریافتی نیستند، بلکه خود می‌توانند ناقد و تحلیل‌گر محتوای آموزشی باشند و بر رشد فرایندی فعالیت‌های علمی ــ معنوی در مشارکتی معنادار بیفزایند و هم‌افزایی کنند.

هم‌چنین در برنامه‌ریزی‌های جدید بسته‌های آموزشی ــ تربیتی، علاوه بر کتاب درسی به عنوان منبع اصلی، کتاب کار و نرم‌افزار آموزشی برای خودآموزی فراگیرندگان، کتاب راهنمای معلم، و فعالیت‌های جانبی و مکمل دیگری از جمله معرفی سایت‌های مفید و فیلم‌های زیرنویس‌دار دو یا سه زبانه، سی‌دی‌ها و کتاب‌های آموزشی ــ تربیتی و تولیدات جدید و ... نیز مورد توجه است.

لذا در امر آموزش، علاوه بر توجه به کیفی‌سازی مهارت‌های یادگیری و مهارت‌های دریافتی، توجه به مهارت‌های تولیدی به ویژه سخن گفتن و نگاشتن، ضمن دقت در فلسفهٔ آموزش و فراگیری و هم‌چنین تقویت نگاه و روحیهٔ پرسش‌گری و پاسخ‌گویی مسئولانه و ... ملاک فعالیت‌هاست تا ویژگی‌های انسان از دیدگاه قرآن حکیم (تفکر، تعقل، علم، ایمان به خالق هستی‌بخش، عمل صالح و اخلاق نیکو) در فرد متبلور شوند و فراگیری معنادار به تغییر رفتار مستمر و پایدار در مسیر الهی بینجامد. در برنامه‌ریزی‌های جدید سعی شده است، ضمن ایجاد نشاطی علمی در فضای آموزشی ــ تربیتی، رشد تربیت علمی ــ معرفتی و تعمیق فعالیت‌های مفید فرهنگی، به‌ویژه فرهنگ‌سازی برای تولید محتوا، مدّنظر قرار گیرد. به‌علاوه، بر توسعهٔ انسانی فطرت‌گرا، گسترش زیبایی‌شناسی فطری، اهمیت و جایگاه علم و معرفت کاربردی در زندگی تأکید شود و در راستای چشم‌انداز ۲۰ سالهٔ نظام جمهوری اسلامی ایران، برای رشد و تعالی ارتباطات انسانی ــ اجتماعی جامعهٔ بشری، ارتباطات زبانی را ارزش‌مدار، معنادار، تأثیرگذار، مفید و خودباورانه سازد. توفیق شما را از درگاه احدیت خواهانیم.

گروه درسی زبان‌های خارجی دفتر برنامه‌ریزی و تألیف کتب درسی

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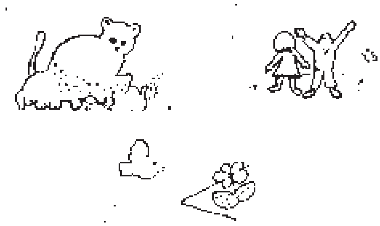
معلمان محترم، صاحب نظران، دانش آموزان عزیز و اولیای آنان می توانند نظر اصلاحی خود را درباره مطالب این کتاب از طریق نامه به نشانی تهران ـ صندوق پستی ۳۶۳/۱۵۸۵۵ ـ گروه درسی مربوط و یا پیام نگار (Email) talif@talif.sch.ir ارسال نمایند.

دفتر برنامه ریزی و تألیف کتاب های درسی

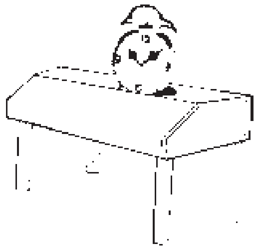
Review Exercises (1)

I. Look at the pictures and answer the questions.

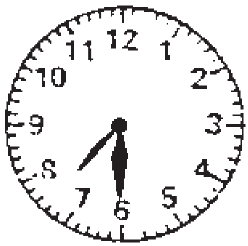
1. What are those?



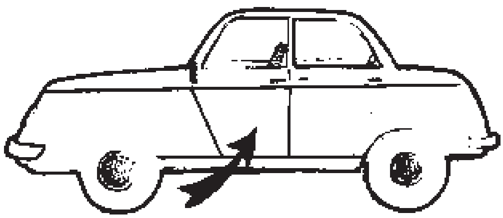
2. What is there on the desk?



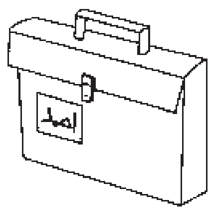
3. What time is it?



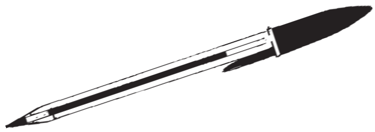
4. What's that?



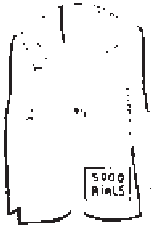
5. Whose bag is it?



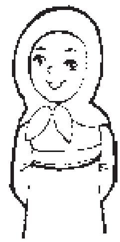
6. What colour is this pen?



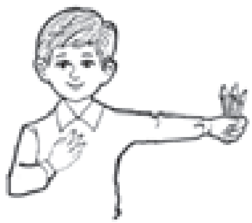
7. How much is the coat?



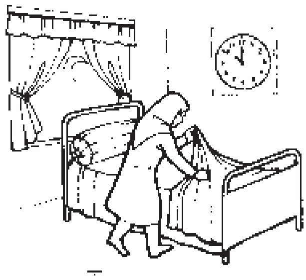
8. Is she a fat girl?



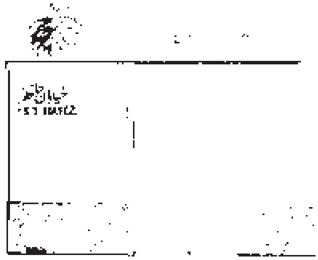
9. How many pens does he have?



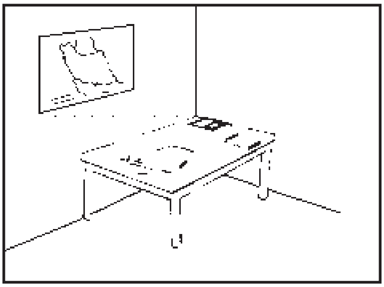
10. Does she go to bed at 7 o’clock?



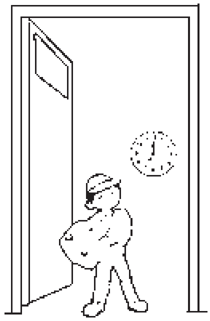
11. Where does he live?



12. What do you see in the picture?



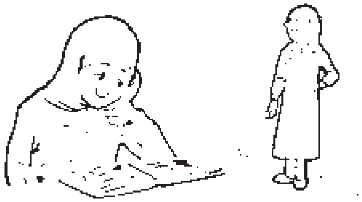
13. Did he go to school at 8 o'clock
    yesterday morning?



14. What are the boys doing?



15. What was she doing when
    her mother arrived?



16. How much water is there in the glass?



II. Put these words in the correct order.

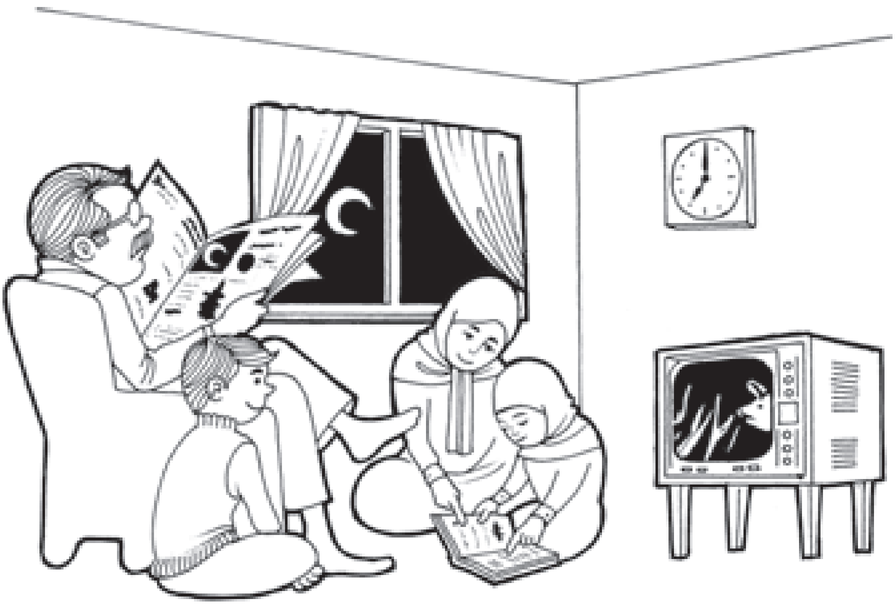
1. usually - him - I - on Mondays - see.
2. is - in the kitchen - who - the dishes - washing?
3. swimmer - badly - bad - a - swims.
4. small - their - is - house - very - new.
5. at - map - please - this - look.
6. need - you - do - how much - money?
7. do - did - homework - your - when - you?
8. water - me - some - give - please.
9. a lot of - saw - I - cars - new - yesterday.
10. sometimes - he - in the library - studies - on Sundays - his - books.

III. Complete the following questions.

1. Hamid ate a sandwich in that restaurant last night.
   a) Who -----------------?
   b) What ----------------?
   c) Where---------------?
   d) When------------------?
2. She can read several pages very carefully in a few minutes.
   a) What------------------?
   b) How many-----------?
   c) How-------------------?
   d) How long------------?

IV. Answer the following questions.

1. How old are you?
2. What are you?
3. What grade are you in?
4. How many brothers and sisters do you have?
5. Where is your high school?
6. Who is your English teacher?
7. Where do you live?
8. When do you do your homework?
9. What are you doing now?
10. What do you see in your classroom?
11. What do you usually do on Fridays?



V. Complete the passage with the words given.

good	carefully	do	go

My name is Bahram. I'm a student. I'm 15 years old. I---------to school in the morning. I'm a ---------- student. I usually ---------- my homework in the afternoon. I study my books very ---------- .

sometimes	doesn't like	has
wakes up	reading	his
am watching	fast	him

Today is Friday. It's 7 o'clock in the evening. We don't go to school on Fridays. I -------- TV now. I like cartoons very much, but my father -------- cartoons. You can see -------- in the picture. He--------a newspaper in-------- hands. He's -------- it. He usually reads the newspaper carefully, but -------- he reads some pages very -------. He usually -------- early in the morning. He says his prayers, eats his breakfast at about 6 and then goes to work. He comes back home in the evening.

was cleaning	arrived	ate	
didn't have	was	had	left

My father didn't go to work this morning. He -------- his breakfast at about 8. But my mother -------- very busy this morning. We -------- some guests. My mother -------- the kitchen when they -------- . They -------- before noon. They -------- lunch with us.

will do	watch	leave	be

Tomorrow morning I'll-------- in my high school. I'll-------there at about 12:30. I'll have lunch with my mother and sister. In the afternoon I -------- my homework. I'll -------- TV in the evening.

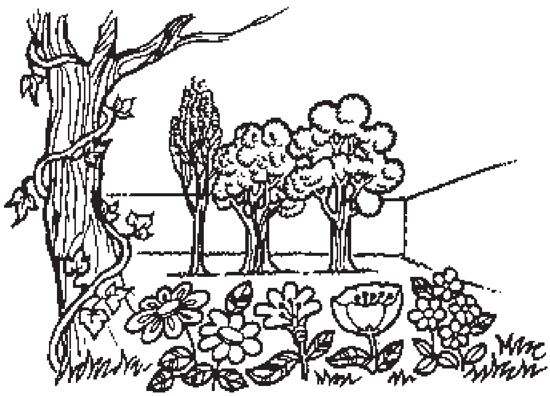
Now answer these questions about the passage:

1. Does Bahram go to school in the evening?
2. How many sisters does he have?
3. How old is he?
4. When does he usually do his homework?
5. What is he doing now?
6. What is his father reading?
7. What does his father do in the morning?
8. What was his mother doing when their guests arrived?
9. Where will he have his lunch tomorrow?
10. When will he do his homework?

LESSON ONE

A. New Words

1. This is a picture of a garden.
   There are many flowers, **plants** and trees in this garden. This is a **pretty** garden.
   What do you see in this garden?
   How many trees do you see in this picture?



2. This is a map of the **world**. You see Iran and **Germany** on this map.
   There are many countries **all over** the world.
   Do you see Iran on this map?
   Is Germany a country or a city?



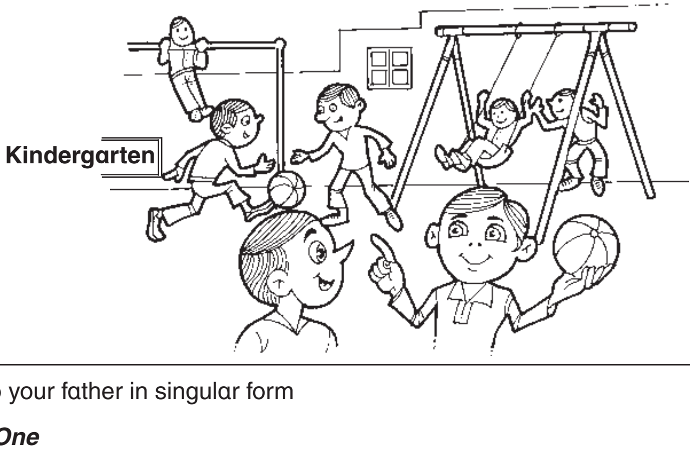
3. This **little** girl doesn't have any friends. She is playing **alone**.
Is the girl playing with her friends?



4. Children **love** their mothers and fathers.
Do children love their mothers?
Do you love your fathers*?



5. Children go to **kindergarten** when they are three or four years old.
Do little children go to kindergarten?
When do children go to kindergarten?



* also your father in singular form

6. I want to buy a book, but I don't have any money to **pay for it**.

What do you want to buy?

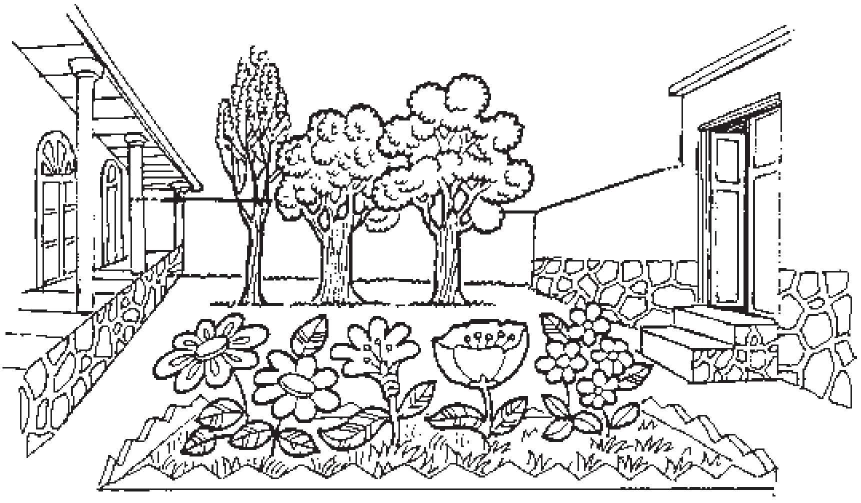
Do you have any money to pay for the book?



7. My plants are **growing** fast. They were small last week. Now they are big*.

Are your plants big or small?

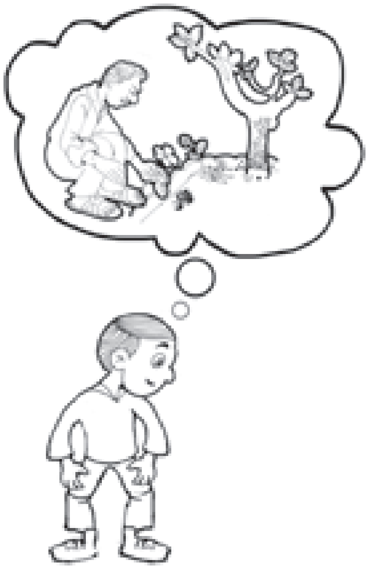
Are they growing fast?



*also: Now they are large.

8. When I **grow up**, I will buy a garden. I will grow flowers in my garden.

What will you do when you grow up?



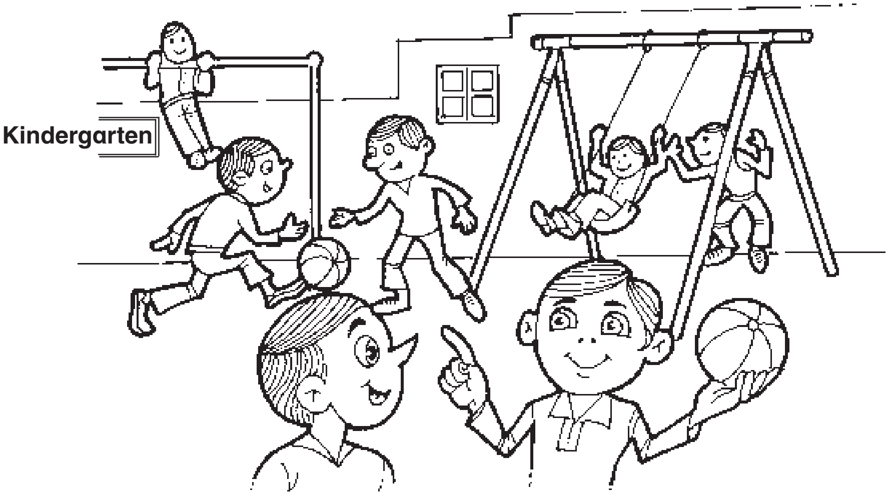
Practice Your New Words.

Find the meaning of the underlined words.

1. She **loves** flowers and plants. a. grow up
2. My mother works in a **school for little children**. b. likes
3. When I **become older** I will buy a garden. c. gave
4. My **little** brother loves his kindergarten. d. small
5. I **paid** 500 rials for that book. e. kindergarten

B. Reading

THE KINDERGARTEN MAN



1 Friedrich Froebel[1] lived in Germany many years ago. His mother died when he was a small boy. People didn't pay much attention to him. So Friedrich played alone in a garden. He loved the flowers and the plants. He was happy there.

2 Soon it was time for Friedrich to go to school. In school he sat on a hard chair. All day long he looked at books. The books didn't have any pictures. Friedrich couldn't play. He couldn't do things with his hands. He had to sit on that hard chair and look at books. It was no fun.

3 Friedrich grew up. He remembered his school and his garden.

4 " School should be a happy place. It should be like a garden," said Friedrich. "Children should play. They should do things with their hands. They should have books with pretty pictures".

5 So Friedrich started a school like this. He called it a kindergarten. Kindergarten is a German word. It means children's garden.

6 People learned about Friedrich's new school. Soon there were kindergartens all over the world. Friedrich Froebel made school a happier place for little children.

---

1. Friedrich Froebel /'fri: drɪk 'freibəl or 'fri:bəl/

C. Comprehension

I. Answer the questions orally.

1. Was there a garden in Froebel's school?
2. Did people pay much attention to him?
3. Did he like to play in a garden?
4. Could he play in school?
5. Should there be pretty pictures in children's books?
6. Did people like Froebel's new school?

II. True or False?

____ 1. Everybody loved Froebel when he was a small boy.
____ 2. He played with his friends.
____ 3. His books had many pictures.
____ 4. His school was a happy place.
____ 5. He always remembered his school days.

III. Complete the sentences. Use a, b, c or d.

1. Friedrich played alone because ------------.
   a. he was a very small boy
   b. he lived in a garden
   c. he loved flowers very much
   d. people didn't pay attention to him
2. Friedrich thought that ------------.
   a. there should be many students in a school
   b. little children should study their books in gardens
   c. schools should be happy places for children
   d. people should love flowers and plants
3. Friedrich remembered his school and garden when ------------.
   a. he was a man
   b. he was in school
   c. he was alone
   d. he had books with pictures
4. Soon there were kindergartens in every country because ---------.
   a. people liked Friedrich Froebel's beautiful books
   b. people learned about Froebel's new school
   c. little children all over the world were not happy
   d. children didn't like to sit on hard chairs

5. " They should have books with pretty pictures." 'Pretty' means ------------.
   a. good
   b. beautiful
   c. bad
   d. large

IV. Write complete answers.

1. Where did Friedrich Froebel live?
----
2. When did his mother die?
----
3. What did he do at school?
----
4. Why didn't Froebel like his books?
----
5. Why is a kindergarten a happy place for children?
----
6. What did Froebel do?

D.Speak Out

Presentation 1

Structure: couldn't and had to

Friedrich couldn't play. He couldn't do things with his hands.	Meaning Negative of past ability

Speaking 1

Substitute the words in the pattern sentence.

I couldn't speak English 3 years ago.

1. We
2. He

3. write
4. ride a bicycle
5. drive a car
6. play ping - pong

Speaking 2

Make new sentences. Follow the model.

Example: Reza **can speak** English this year.
He **couldn't speak** English before.

1. The students can swim very well.
2. We can finish the book this year.
3. He can do things with his hands now.
4. Ali can play football now.
5. The children can read this book very well.

Speaking 3

Answer these questions using **couldn't**.

Example: Could you speak English 3 years ago? No, I couldn't.

1. Could Friedrich do things with his hands?
2. Could he play?
3. Could all the students answer the questions?
4. Could you get up early this morning?
5. Could they come to school on time?
6. Could the policeman help the boy?
7. Could the student help the woman?
8. Could you write English 4 years ago?

Speaking 4

Make new sentences using the words in brackets.

Example: Bill could ride a bicycle last year. (motor bicycle)
Bill couldn't ride a motor bicycle last year.

1. Friedrich could play in the garden. (at school)
2. The children could read the alphabet. (their books)
3. The students could speak English.(write English)
4. We could clean the room. (the garden)

5. They could write Arabic. (German)

Presentation 2

Structure: had to + simple form of the verb

He had to sit in that chair.* They had to learn the new words.	Meaning: Past necessity

Speaking 5

Substitute the words in the pattern sentence.

We had to do the exercises again.

1. I / clean the table
2. She / close the door
3. The teacher / ask the questions
4. The student / answer the question
5. My sister / turn on the radio
6. His father / answer the telephone

Speaking 6

Change to past tense. Use **had to**.

Example: They must write this exercise.
They had to write this exercise.

1. He must sit on that chair.
2. The teacher must teach it again.
3. The children must wait for the school bell.
4. I must pay for the dinner.
5. The man must see the doctor.
6. We must finish the book.

Speaking 7

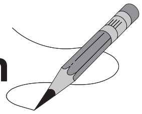
Make new sentences like the example using the words in brackets.

Example: He didn't have a bicycle. (walk to school)
He had to walk to school.

*also sit on

1. He couldn't do things with his hands. (sit on that hard chair)
2. Friedrich didn't have any friends. (look at books)
3. Reza was late for class. (see the teacher)
4. The old man was sick. (see the doctor)
5. They didn't know the address. (ask a policeman)

E. Write It Down



Writing 1

Write five sentences saying what you couldn't do in the past.

Example: I couldn't speak English 3 years ago.

1. -- .
2. -- .
3. -- .
4. -- .
5. -- .

Writing 2

Write five sentences about what you had to do in the past.

Example: I had to get up at 5 o'clock yesterday.

1. -- .
2. -- .
3. -- .
4. -- .
5. -- .

F. Language Functions

Asking Someone's Name

1.

A: Excuse me. Are you Henry?
B: Yes. And what's your name?
A: I'm John.

2.

A: What's your first name?
B: My first name is Ali.
A: And what's your last name?
B: My last name is Kabiri.

On the Phone

1.

A: May I speak to Mr Amini?
B: Yes, just a moment, please.

2.

A: Could I speak to the teacher?
B: Who's speaking, please?
A: This is Reza.

Introducing a Friend

A: I'd like you to meet my friend, Henry.
B: Glad to meet you, Henry.
C: Nice to meet you, too.

Now practice with a friend.

G. Pronunciation Practice

I. These words have the / aɪ / sound. Listen to your teacher and repeat each word after him / her.

I	why	like
Hi	high	bike
by	tie	fry
my	try	cry

II. Raise your hand when you hear the / aɪ / sound.

mine	fine	Mike
win	sit	with

wide	sign	drive
sing	live	bright

H. Vocabulary Review

Fill in the blanks with these words.

pay attention, ride, get up, swim, remember, fruits, tomatoes, milk.

1. My sister couldn't ------------- her teacher's name.
2. I need some ---------------- for the baby.
3. We have to ----------------- early in the morning.
4. Why don't you ----------------- to the teacher?
5. We have guests today. You must buy some more ----------------.
6. He can't ------------------ that big bicycle. We must get a smaller one for him.
7. You shouldn't let your children ------------- in this part of the river.
8. We need some ------------- for the salad.

I. Vocabulary

address
again
all day long*[1]
all over*
alone*
alphabet
become*
call* (v)
could*
Could I ...?
die*
early
everybody*
exercise (n)
first name
fun*
Germany*
Glad to meet you.
grow*
grow up*
had to*
hard* (adj)
have to
I'd like... .
Just a moment.
kindergarten*
last name
learn about sth*
little*
love*
mean*
more
motor - bicycle
much*
must
Nice to meet you.
on time
pay attention to*
pay for*
plant* (n)
pretty*
remember*
rial
salad
so*
world*
start*
like*
soon*

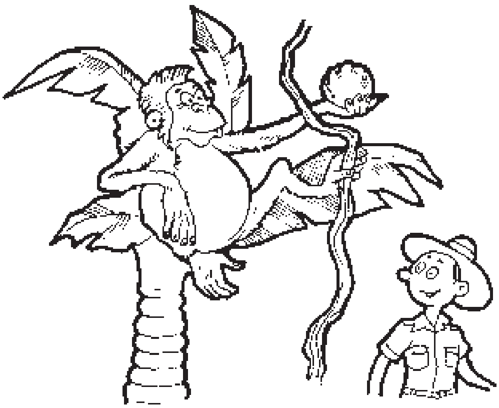
1. The asterisks mark the words used in the reading texts.

LESSON TWO

A. New Words

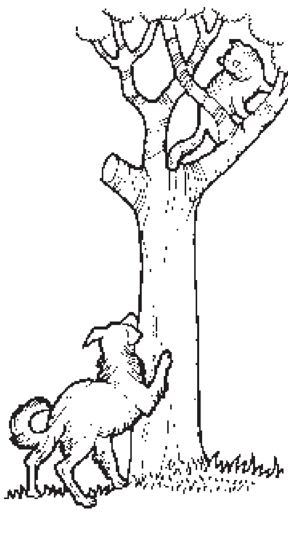
1.This man has a **monkey**.
The monkey is **on top of** the tree. The monkey has a **coconut** in his hand.

Where is the monkey?
What does the monkey have in his hand?



2. A cat saw a dog. The cat **climbed** to the top of the tree.

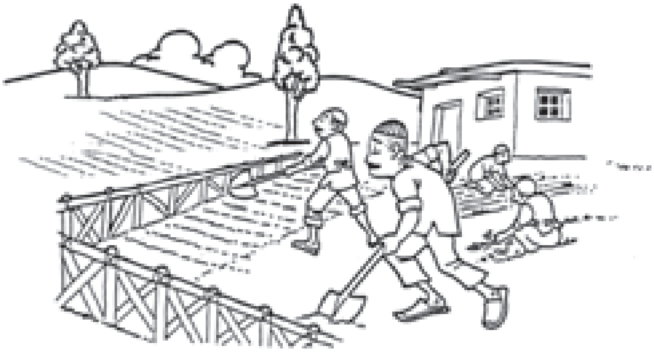
Where did the cat climb?
Why did the cat climb to the top of the tree?



3. Farmers work on the **land**. They grow fruits and vegetables.

Where do farmers work?

What do farmers do on the land?



4. In some countries monkeys work as **farmhands** on the farm. They help farmers.

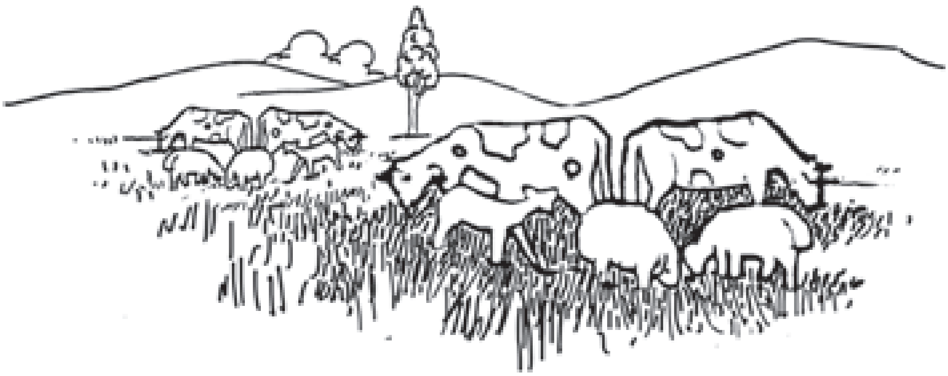
What does a farmhand do?

Where does a farmhand work?

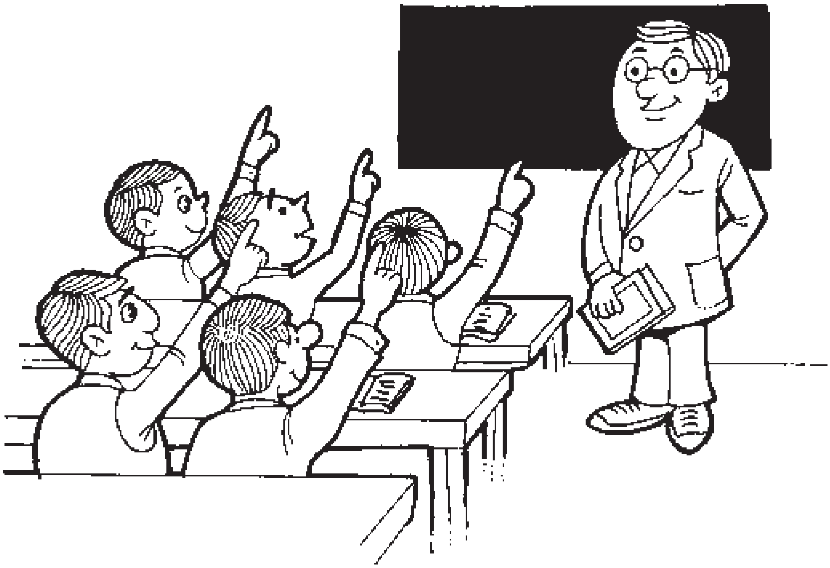
5. The **cows** are eating **grass** in the **field**.

Where are the cows?

What are the cows doing there?



6. My students are **clever**. They learn very fast.
Are my students clever?
Do they learn fast?



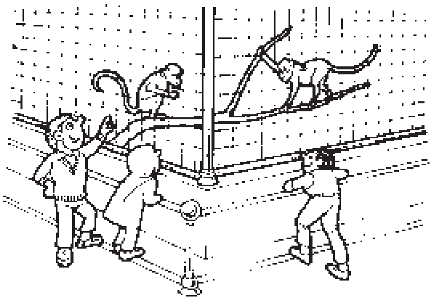
7. Flowers are beautiful. Don't **pick** them.
Are flowers beautiful?
Should we pick beautiful flowers in parks?



8. We pick fruits when they are **ripe**.
We don't pick them when they are **green**.
When do we pick fruits?
Which is better a green orange or a ripe orange?

9. Monkeys are **funny** animals. It is fun for the children to see monkeys.

Why do children like monkeys?
Where can children see monkeys?



10. Farmers **raise** plants, vegetables, and flowers. They also raise animals.

What do farmers do?



Practice Your New Words.

Find the meaning of the underlined words.

1. Many animals can **climb** trees.	a. grow
2. **Farmhands** help farmers.	b. go up
3. The cows are eating grass in the **field**.	c. farm workers
4. Monkeys do **funny things**.	d. things that make us laugh
5. Farmers **raise** plants and vegetables.	e. a piece of land

B. Reading

THE FUNNY FARMHAND



1 Monkeys are clever animals. They can learn many things. In some countries they are farmhands. They help farmers.

2 These monkeys live in the jungles of hot lands. There, farmers raise coconuts in fields.

3 Coconuts grow at the tops of tall trees. The farmer must climb each tree to pick them. It is hard work. Some farmers keep monkeys. They do this work.

4 It's fun to see a monkey going to work. He rides on the back of the farmer's bicycle. When they get to the field, the monkey climbs each tree. He looks at the coconuts.

5 The monkey knows that a brown coconut is ripe. He knows that a green one must stay on the tree longer. He picks the brown ones. And he drops them down to the farmer.

C. Comprehension

I. Answer the questions orally.

1. What can monkeys learn?
2. Where do farmers raise coconuts?
3. What must the farmers do to pick coconuts?
4. How do monkeys help farmers?
5. How does a monkey go to work?
6. What colour is a ripe coconut?
7. Why do farmers call monkeys "farmhands"?

II. True or False?

____ 1. It's easy for people to climb a coconut tree.
____ 2. Monkeys live in all parts of the world.
____ 3. Farmers think that picking coconuts is difficult.
____ 4. Monkeys can ride their bicycles to work.
____ 5. Their work is fun.
____ 6. Monkeys know their job well.

III. Complete the sentences. Use a, b, c or d.

1. Monkeys are clever animals because they ---------.
   a. can learn many things
   b. are very funny
   c. help people very much
   d. like coconuts
2. The farmers keep monkeys to ---------.
   a. climb trees
   b. do many things
   c. ride bicycles
   d. pick coconuts
3. It's hard work to pick coconuts because they grow ---------.
   a. in the jungles of hot lands
   b. at the tops of tall trees
   c. in a few countries
   d. far from the farmers' houses
4. When a fruit is ripe ---------.
   a. it is good to eat
   b. you shouldn't pick it

c. it isn't good to eat
d. you can't pick it

5. Farmers raise plants and vegetables.
"Raise" means ---------.
a. need
b. keep
c. grow
d. watch

IV. Read the paragraphs and complete the sentences. The number of the paragraph is given.

1. There are many --------------- countries in Asia. (2)
2. Persian farmers --------------- a lot of rice in the North. (2)
3. Could you please --------------- me with my English? (1)
4. There is a small cat in the --------------- of the house. (4)
5. He'll take an exam tomorrow. He must stay awake ------------ tonight.(5)

D.Speak Out

Presentation 1

Structure: "It" used as the subject of a sentence.

> It is hard to pick the flower.
> It is a hot day.

Notice the use of it in the following sentences.

A) It is five o'clock.
It isn't very late.
It is time for lunch.

B) It is nice today.
It is raining.
How is the weather? It's very cold.

C) It is about 200 meters to the post office.
How far is it to your school? It's quite far.

D) What is it? It is a dictionary.
Who is it on the phone? It's Mr Brown.

Who is it? It's me.

E) It is easy to learn English.
It is difficult to walk in the dark.
Is it necessary to stand in line?

> To the teacher
> (1) In the sentences above, **it** is used with **be** and a **noun phrase**, an **adjective** or a **verb** such as **rain**, **snow**, etc.
> (2) In these sentences, **it** has no real meaning. It is used to fill the subject position in the sentence.

Speaking 1

Substitute the words in the pattern sentence.

It is ten o'clock.

1. Monday
2. early
3. hot today
4. raining
5. getting late
6. easy to learn English
7. ten kilometers to the next village

Speaking 2

Use the following words and phrases in questions with it and give the correct short answer.

Example:	summer	Is it summer?	No, it isn't.
	winter	Is it winter?	Yes, it is.

1. spring
2. Aban
3. cold today
4. snowing
5. fun to watch little children play
6. difficult to climb a coconut tree
7. easy to speak English
8. necessary to speak correctly
9. important to finish the book

Speaking 3

Answer the following questions.

1. Is it cold today?
2. Is it difficult to walk in the dark?
3. When does it usually snow?
4. Did it rain yesterday?
5. How far is it from here to your home?
6. How far is it to the nearest bus stop?
7. Who is on the phone? Your teacher or your brother?
8. Is it time for lunch?
9. Is it easy to learn English?
10. Is it important to be on time?

Presentation 2

Structure: should + simple form of the verb

They should do things with their hands. He should study tonight.	Meaning: Light obligation

Speaking 4

One student reads the situation. Another student reads the sentence with **should**.

Example:

Situation	Response
They have a test tomorrow.	They should study tonight.
1. He has a cold.	He should stay in bed.
2. It's very late.	They should get up.
3. Mary is tired.	She should go to bed.
4. Reza doesn't know the answer.	He should study more.
5. The children are hungry.	They should eat something.
6. The student wants to understand the question.	He should listen carefully.
7. The teacher is thirsty.	He should drink something.
8. His bicycle doesn't work.	He should fix it.

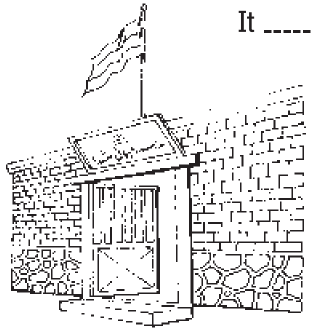
E. Write It Down

Writing 1

Write a sentence for each situation with “it” as subject.

situation | **sentence**

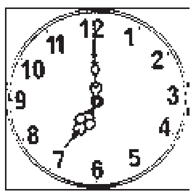
1. What is it? It ____________ .



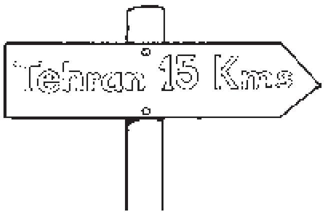
2. Whose book is it? It ____________ .



3. What time is it? It ____________ .



4. How far is it to Tehran? It ____________ .



5. Is it raining or snowing? It ---------------- .



Writing 2

Use **should** with the phrase given.

Example: They have an exam tomorrow. (study tonight)
They should study tonight.

1. Their radio doesn't work. (buy a new one)
   -- .
2. John likes to see his brother. (travel to Europe)
   -- .
3. You are sick. (stay in bed)
   -- .
4. She doesn't know the dialog. (learn it)
   -- .
5. I like to learn English. (study hard)
   -- .
6. The student doesn't have a dictionary. (go to the library)
   -- .
7. We have a test at 7 o'clock. (get up early)
   -- .
8. They don't know the address. (ask a policeman)
   -- .

F. Language Functions

Finding out about People

1.

A: Where do you come from?
B: I come from Japan.
A: What do you do?
B: I'm a teacher.
A: What's your address?

B: 172 Azadi Avenue.

2.

A: Who's that?
B: That's Hassan.
A: Where's he from?
B: He's from Turkey.
A: I see. And what does he do here?
B: I think he's a student.
A: Can he speak Farsi?
B: Yes, he can.

Now practice with a friend.

G. Pronunciation Practice

1. These words have an / u: / sound. Listen to your teacher and then repeat after him / her.

zoo	soup
too	cool
two	fool
you	rule

2. Listen to your teacher and circle the words which have the / u: / sound.

food	true	good
no	boot	book
do	put	tooth
who	tool	blue

H. Vocabulary Review

Make sentences with the words in column I and column II.

I	II
plate	very difficult
monkey	dirty
test	full of wild animals
book	pretty
orange	cloudy
jungle	very thin
train	full of beautiful pictures
flower	funny
sky	fast
child	not ripe

1. The plate is dirty.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

I. Vocabulary

also*
as* (prep)
Asia
awake
back* (on the back of)
better*
clever*
climb*
cloudy
coconut*
cold (adj)
correctly
cow*
dark
dialog
drop down*
Europe
exam
far (from)*
farm
farmhand*
field*
fix
full (of sth)
funny*
get late
go up*
grass*
green*
have a cold
He's from ... .
How far ... ?
important
It's me.
Japan
jungle*
keep*
kilometer
land*
laugh (v)
long*
make
meter
monkey*
necessary
north*
top (on top of)*
pick*
piece* (of sth)
post office
quite
raise*
ripe*
snow (v)
something
spring
stand in line
stay*
take an exam
thirsty
travel
Turkey
understand
village
weather
What do you do?
Where do you come from?
Where is he from?
which*
Who is it on the phone?
Who's that man?
winter

LESSON THREE

A. New Words

1. This is a **pan**. There is some water in it.
   If you put the pan on the **fire**, the water will **boil**. Boiling water is hot.
   What is there in the pan?
   Is boiling water hot or cold?



2. A **servant** works for them. She cleans their rooms and washes the dishes.
   Who works for them?
   What does she do?
3. I don't remember his telephone number. I **forget** numbers very easily.
   Do you forget things easily?
4. Maryam can't **find** her notebook. She doesn't know where it is.
   What does she want to find?
   Why can't she find it?



5. Ahmad is a **wise** boy. He never drives when he feels sleepy.
Is Ahmad a wise boy or not?
Why doesn't he drive when he feels sleepy?
6. **Few** men or women live more than 100 years.
Do many people live more than 100 years?
7. My shoes were dirty, so I **left** them **outside**.
Where did you leave your shoes?

Practice Your New Words.

Find the meaning of the underlined word (s).

1. Please **leave** the egg on the table.	a. go
2. **Few** men of that time were greater than Newton.	b. hot
3. I **forget** my friends' telephone number easily.	c. not many
4. The problem was **not difficult**.	d. don't remember
5. Keep **boiling** water out of reach of the children.	e. put
6. It is time for us to **leave**.	f. easy

B. Reading

A STORY ABOUT NEWTON



1 One of the greatest Englishmen who ever lived was Isaac Newton. Few men of that time were greater or wiser than Newton but he often forgot small things.

2 One morning Newton got up very early because he was working on a very difficult problem. He did not leave the problem to go to breakfast.

3 But his servant thought Newton needed food. Therefore, she went to his room with a pan of water and an egg.

4 She wanted to boil the egg and stay with Newton until he ate it. But he did not want to see anybody and said, "You can leave the egg with me. I'll boil it."

5 The servant put the egg on the table near Newton's watch and said: "You must boil it for five minutes. Then it will be ready to eat."

6 The servant left the room, but she was afraid that Newton might forget to eat the egg. She returned about an hour later and found Newton standing by the fire. The watch was boiling in the pan and Newton was standing near it with the egg in his hand!

C. Comprehension

I. Answer these questions orally.

1. Why did Newton get up early?
2. Where did the servant put the egg?
3. Where was Newton's watch?
4. When did she return to his room?
5. What did she see there?
6. What was boiling in the pan?

II. True or False?

____ 1. Newton was one of the greatest men of his time.
____ 2. He never forgot to eat his breakfast.
____ 3. The servant took Newton's breakfast to his room.
____ 4. Newton boiled the egg for five minutes.
____ 5. The servant was sure that Newton would eat his breakfast.

III. Complete the sentences. Use a, b, c or d.

1. Newton got up very early to ----------.
   a. have breakfast
   b. solve a problem
   c. boil an egg
   d. talk to his servant
2. The servant went to Newton's room because ----------.
   a. she wanted to give him the pan
   b. Newton needed her help
   c. she wanted to give him his breakfast
   d. Newton was very hungry
3. The servant left the room because Newton ----------.
   a. was ready to eat breakfast
   b. wanted to boil the egg
   c. was very angry
   d. wanted to be alone
4. Newton was boiling his watch because he ----------.
   a. didn't like eggs
   b. wanted to test his watch
   c. often forgot small things
   d. wanted to buy a new one

5. Newton was standing ---------- .
   a. near the fire
   b. and eating his breakfast
   c. with the pan in his hand
   d. near his servant

IV. Read the passage and complete the sentences. The number of the paragraph is given.

1. I'll never ---------- your help. (1)
2. I'm sure he will never ---------- his country. (2)
3. He never thinks about his ---------- . (2)
4. He is going to London and will ---------- with his brother for a year.(4)
5. "This book is for Mr Ahmadi."
   "He's not here now. But you can leave it ---------- me." (4)
6. When is he going to ---------- the book? (6)
7. I must leave now. But I'll talk to you ---------- . (6)

D.Speak Out

Presentation 1

Structure: comparison with as + adjective + as

> This man is 70. That man is 70.
> This man is as old as that man.

Speaking 1

Repeat after your teacher.

1. This pencil is as short as that pencil.
2. This ruler is as long as that ruler.
3. This man is as old as that one.
4. This car is as clean as that one.
5. This tree is as tall as that one.

Speaking 2

Combine these sentences. Follow the model.

Model: This ruler is long. That ruler is long.
This ruler is as long as that ruler.

1. This man is fifty years old. That woman is fifty years old.
2. This car is small. That car is small.
3. Reza is six feet tall. Javad is six feet tall.
4. These shoes are size 36. Those shoes are size 36. (large)
5. This dictionary has many pages. That book has many pages. (large)

Speaking 3

Substitute the words in the pattern sentences.

Mr Karimi is as tall as Mr Bahrami.

1. clever
2. old
3. This watch / his watch
4. expensive
5. good
6. my bicycle / your bicycle
7. fast
8. small
9. our house / their house
10. village

Presentation 2

Structure: comparisons with - er than ...

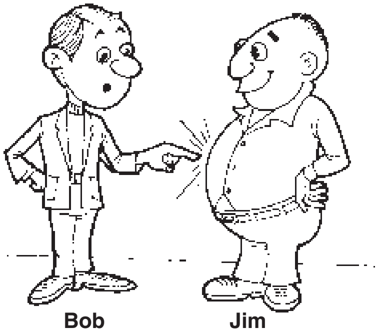
Few men of that time were greater or wiser than Newton.
My bag is heavier than your bag.

To the teacher
1. The suffix - er is used with adjectives of one syllable: tall, fast, old, young, etc.
2. It is also used with adjectives of two syllables that end in - y: busy, heavy, pretty, easy, etc.

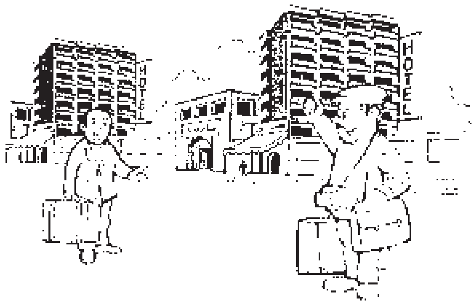
Speaking 4

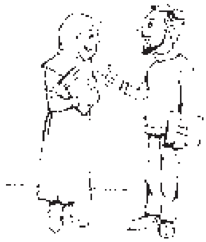
Repeat after your teacher.

Example: Jim is fatter than Bob.

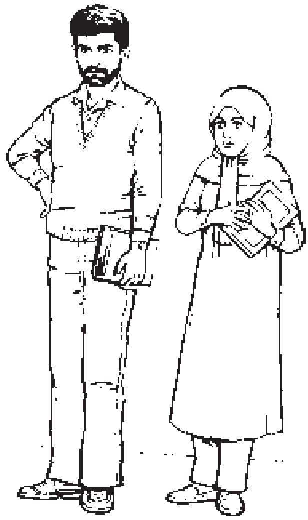


1. This hotel is **newer than** that hotel.



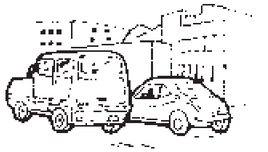


2. The boy is **older than** the girl.

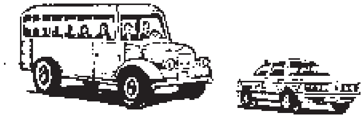


3. The man is **taller than** the woman.

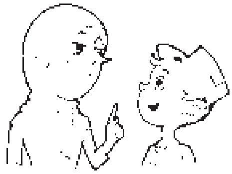
4. This car is **bigger than** that car.



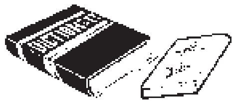
5. The car is **newer than** the bus.



6. The boy is **younger than** the girl.



7. The dictionary is **larger than** the book.



Speaking 5

Substitute the words in the pattern sentence.

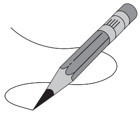
He is older than Maryam.

1. you
2. I
3. she
4. taller
5. younger
6. Javad
7. that boy
8. your friend

Speaking 6

Now look at the pictures in your book or the things and people around you and make some sentences like the ones in speaking 2 and speaking 3.

E. Write It Down



Writing 1

Form comparisons using - **er than**.

Example: The red car, the blue car, **fast**
The red car is faster than the blue car.

1. Ali, his brother, **short**
   ---------------------------------- .
2. my father, your father, **busy**
   ---------------------------------- .
3. my sister, your sister, **young**
   ---------------------------------- .
4. our high school, your high school, **big**
   ---------------------------------- .
5. I, you, **tall**
   ---------------------------------- .
6. This pen, that pen, **long**
   ---------------------------------- .
7. Javad, Reza, **fat**
   ---------------------------------- .
8. the man, the woman, **old**
   ---------------------------------- .

Writing 2

Write correct sentences.

Example: a town - a city (big, tall)
A city is bigger than a town.

1. a bus - a plane (fast, fat)
   ---------------------------------- .
2. a cow - a tiger (busy, heavy)
   ---------------------------------- .
3. Kashan - Tabriz (thin, big)
   ---------------------------------- .
4. a train - a bus (long, happy)
   ---------------------------------- .

5. spring - winter (big, cold)
---------------------------------- .

F. Language Functions

Asking about Someone's Family

A: Do you come from a large family?
B: Yes, I do.
A: How many are there in your family?
B: Seven.
A: What does your father do?
B: He's a doctor.
A: What about your mother?
B: She's a teacher.

Now practice with a friend.

G. Pronunciation Practice

1. The following words contain the short /^/ sound as in 'but'.
   Listen to your teacher's pronunciation and repeat after him / her.

up	cut	money
us	just	young
but	cup	touch
under	some	mother
sun	does	love
much	come	bus
number	done	son

2. Listen to your teacher's pronunciation and repeat these sentences after him/ her.
1. What's the bus number?
2. I love the summer months.
3. Does he come on Sundays or Mondays?
4. My brother has some money.

H. Vocabulary Review

1. You put things in it. It is on your coat or on your dress. It is a ------- ·
2. Sometimes it is very long. There is water in it. You can swim in it. It is a ---------- ·
3. It is a part of your house. There are dishes in it. You cook your food in it. It is a ---------- ·
4. It is very big, but it can go up to the sky. It can take many people to the sky. It is a ---------- ·
5. She is one of your relatives. She is the sister of your father. She is your ---------- ·
6. You see them in the sky. They aren't birds, but they move. They are usually white. They are ---------- ·
7. You have this between your classes. It isn't very long, but you like it. When you have it you can do whatever you like. It is a ---------- ·
8. You need to have it when you go shopping. It is ---------- ·
9. It is a part of your house. It is on top of your house. It is the --------- of your house.
10. It grows on a small plant. You put it in your salad. It is red when it is ripe. It is a ---------- ·

I. Vocabulary

angry*
anybody*
as...as
be afraid of*
boil*
boiling* (adj)
by*
clean (adj)
coat
Englishman*
few*
find*

fire*
foot (pl. feet)
forget*
great*
high school
if*
later*
leave*
London*
might*
move
number*

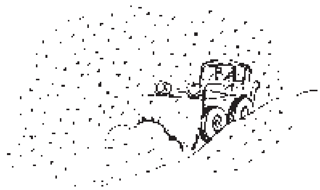
out of reach
outside*
page
pan*
pocket
return*
servant*
size
sleepy*
solve*
story
telephone number

than*
therefore*
time*
tomato
until*
whatever
where (rel pron)
who (rel pron)
wise*
would*
then
ever

LESSON FOUR

A. New Words

1. We **pushed** the table nearer the wall.
   What did you do?
   Where is the table now?
2. When there is a heavy snow in winter, the **snowplow** clears the roads.
   What clears the roads?



3. Our teacher has a **loud voice**. All of us can hear him.
   Can all of you hear him?
   Does your teacher have a loud voice?
4. You can play outside, but you mustn't leave the **yard**.
   Where can I play?
   Can I leave the yard?
5. I always sit **beside** Reza in the classroom.
   Where do you always sit in the classroom?
6. The book was **too** difficult. She couldn't finish it.
   Why couldn't she finish the book?
7. The snow was very **deep**. The bus came late.
   Did the bus come early or late? Why?



Practice Your New Words.

Fill in the blanks with new words from this lesson.

1. Please wait in the --------------- until I come back.
2. The taxi driver doesn't drive --------------- fast.
3. This part of the river is very ---------------.
4. Their radio is too ---------------. I can't hear you.
5. I don't sit --------------- her because she speaks very much.

B. Reading

THE SCHOOL BUS



1 Tom looked out the window. It was snowing very hard. There was a lot of snow in the front yard.

2 "What if it snows all night?" he wondered. "How will I get to school? The school bus can't come if the snow is too deep."

3 In the morning the snow was deeper. It was hard to see where the road was.

4 "But I want to go to school," Tom said. "Maybe the school bus will come soon."

5 Tom put on boots and a warm coat. Then he went outside to wait for the bus.

6 Tom waited for a long time. But the school bus did not come. Then he heard a loud noise. Something was coming down the road.

7 It was a snowplow. It was pushing all the snow to the sides of the road.

8 "Hello," called the man on the snowplow. "What are you doing outside in the snow?"

9 "I'm waiting for the school bus," Tom said.

10 The man laughed. "I don't think the bus will come today. But I'll take you to school on the snowplow. Climb up here beside me."

11 Tom got up beside him. The snowplow went down the road. What fun it was!

12 Soon they were at school. "Thank you," Tom said. "All my friends ride to school on the bus. But they never had a snowplow for a school bus!"

C. Comprehension

I. Answer these questions orally.

1. What did Tom see when he looked out the window?
2. Did he see any snow?
3. Did it snow all night?
4. Was the snow very deep in the morning?
5. Could Tom take the bus to school?
6. Is it fun to go to school on a snowplow?
7. Does it snow in your city?

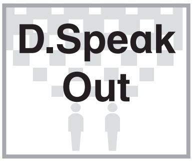
II. True or False?

____ 1. There wasn't any snow on the ground.
____ 2. It snowed all night.
____ 3. Tom stayed at home.
____ 4. The school bus arrived very late.
____ 5. He heard the school bus coming down the road.
____ 6. Tom had fun on the bus.
____ 7. The school bus went down the road.
____ 8. Tom saw all his friends on the school bus.

III. Complete the sentences. Use a, b, c or d.

1. In the morning ---------.
   a. it was hard to see the school bus
   b. there was more snow than before
   c. there were not many clouds in the sky
   d. the school bus came very late
2. Tom wanted to go to school. He ---------.
   a. waited for the snowplow in the yard
   b. went out to find the road
   c. went outside to wait for the bus
   d. put on his clothes and walked to school
3. Tom waited for the bus ---------.
   a. and it came late
   b. but it didn't come
   c. but another bus came
   d. so he was late for school

4. A snowplow was ---------.
   a. going to school
   b. only making a noise
   c. cleaning the road
   d. going to the village



Presentation 1

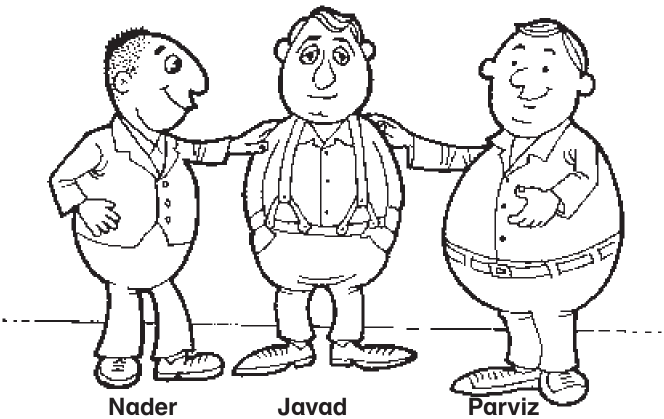
Structure: comparison with - **est**.

One of the greatest Englishmen who ever lived was Isaac Newton.
This lesson is the easiest.

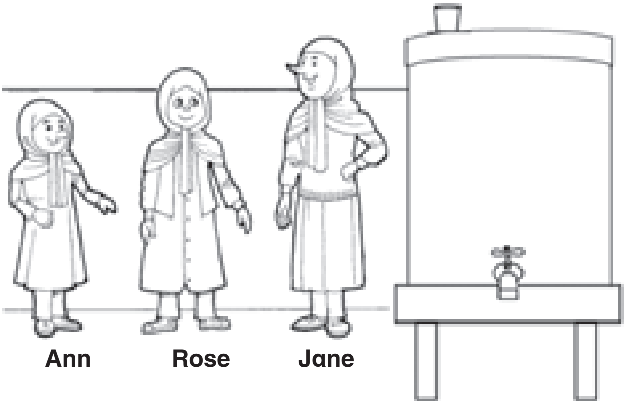
Speaking 1

Repeat after your teacher.

1.
Nader is fat.
Javad is fatter than Nader.
Parviz is the **fattest**.

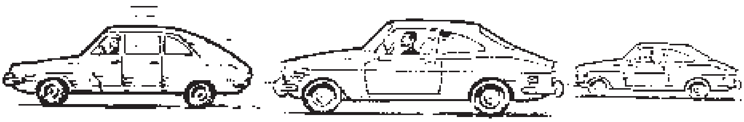


2.
Jane is short.
Rose is shorter than Jane.
Ann is the shortest.



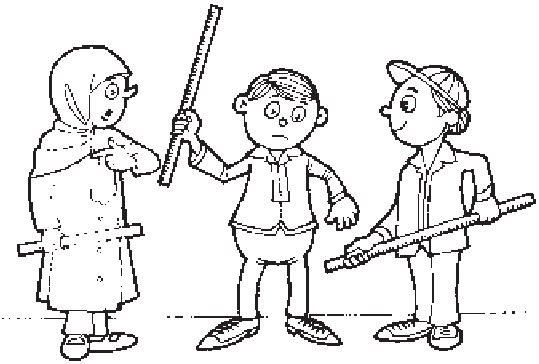
Ann **Rose** **Jane**

3.
The third car is fast.
The second car is faster than the third car.
The first car is the fastest.



first **second** **third**

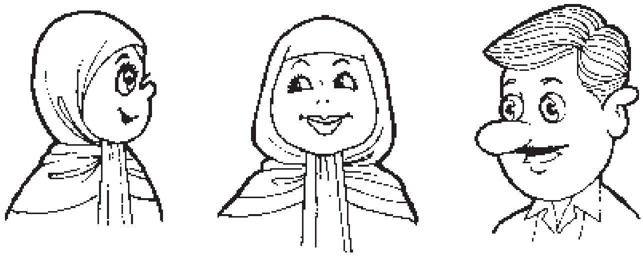
4.
Mehri's ruler is long.
Bahram's ruler is longer than her ruler.
Hassan's ruler is the longest.



Mehri **Bahram** **Hassan**

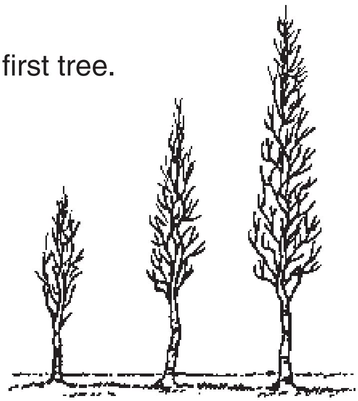
5.

The man is young.
The woman is younger than the man.
The girl is the youngest.



6.

The first tree is tall.
The second tree is taller than the first tree.
The third tree is the tallest.


first second third

Speaking 2

Substitute the words in the pattern sentence.

Zahra is the oldest girl in our class.

1. fattest
2. tallest
3. Ali
4. shortest
5. youngest
6. in his family
7. in our high school

Speaking 3

Change the following sentences with the words given.

Example: Reza, Ali and Javad are **hungry** boys. (Javad)
Javad is the hungriest.

1. Tabriz, Isfahan and Kerman are **old** cities. (Isfahan)
2. Tehran, Kashan and Abadan are **hot** in summer. (Abadan)
3. Pari, Zahra and Susan are **tall** girls. (Susan)
4. The ruler, the pen and the pencil are **long**. (ruler)
5. The kitchen, the bedroom and the sitting room are **hot** in summer. (the kitchen)

Presentation 2

Structure: irregular forms:

good	better	the best
bad	worse	the worst
many/much	more	the most

good	This is the best school in the city.
bad	I have the worst handwriting.
many	Reza has the most books of all.

Speaking 4

Repeat after your teacher.

1. The breakfast was good.
   The lunch was better than the breakfast.
   The dinner was the best.

2. My handwriting is bad.
   Your handwriting is worse than my handwriting.
   His handwriting is the worst.

3. Our library has many books.
   Your library has more books than our library.
   Their library has the most books.

4. Mary has many friends at school.
   Hellen has more friends than Mary.
   Jane has the most friends.

Speaking 5

Now look at the pictures in your book or the things around you and make some sentences like the ones in speaking 1 and speaking 3.

Presentation 3

Structure: comparisons with **more** and **most**.

Mr Karimi's garden is beautiful.
Mr Ahmadi's garden is more beautiful than Mr Karimi's garden.
Mr Salehi's garden is the most beautiful garden in this village.

Speaking 6

Substitute the words in the pattern sentence.

This story is the most difficult story in the book.

1. interesting
2. This lesson / in our book
3. important
4. Your country / in the world
5. expensive
6. His house / in our town
7. beautiful
8. That park / in their city

Speaking 7

Make sentences.

Example: an armchair / a bench / a chair
comfortable
A chair is more comfortable than a bench.
An armchair is the most comfortable of all.

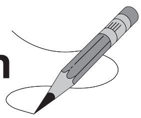
1. Chinese / English / German
difficult
2. Kerman / Tehran / Karaj
important
3. summer / spring / autumn
beautiful
4. a bicycle / a house / a car
expensive
5. a town / a city / a village
important

Speaking 8

Make true statements about things in your school. Use the adjectives difficult, important, comfortable, beautiful and expensive.

Example: The teacher's chair is more comfortable than my bench.

E. Write It Down



Writing 1

Change the sentences.

Examples: Lesson 5 is not as important as lesson 4.
Lesson 4 is more important than lesson 5.

Hamedan, Sari and Rasht are not as important as Tehran.
Tehran is the most important city.

1. The film was not as interesting as the cartoon.
---.

2. His problem is not as difficult as my problem.

---.

3. The blue car, the white car and the yellow car are not as comfortable as the green car.

---.

4. Amir's handwriting is not as beautiful as Ramin's handwriting.

---.

5. The blue shirt, the brown shirt and the green shirt are not as good as the white shirt.

---.

Writing 2

Complete these sentences. Follow the model.

Model: Tehran is **bigger than** Shiraz. (big, small)

1. Winter is ------------------ autumn. (hot, cold)
2. English is ------------------ Chinese. (easy, difficult)
3. My grandfather is ------------------ my father. (young, old)
4. A watch is ------------------ a pen. (expensive, cheap)
5. Iran is ------------------ England. (big, small)

Writing 3

Write questions with **smaller** - **the most important** - **better** - **the youngest** - **the worst** - **more difficult** about the things and people around you.Then give **yes** or **no** answers.

To the teacher

Comparatives of adjectives of three or more syllables are made by using **more** before them: more expensive, more difficult,...

Superlatives of Adjectives

The suffix - est is used with adjectives of one syllable: tallest, biggest, and with adjectives of two syllables that end in - y: heaviest, prettiest.

We use **the most** before adjectives of three or more syllables: the most expensive, the most beautiful.

F. Language Functions

Granting a Request

1.
A: May I borrow your pen, please?
B: All right.

2.
A: May I have another sandwich?
B: Yes, of course. Help yourself.
A: Thanks.

3.
A: Could I see the newspaper?
B: Yes, of course. Here you are.

4.
A: Can I watch the news on television?
B: Sure.

Rejecting a Request

1.
A: Can I use your telephone?
B: Sorry, I'm using it right now.
A: Oh, I see.

2.
A: May I use your car?
B: Sorry. I need it right now.
A: Oh, never mind.

Now practice with a friend.

A:	Can May Could	I ------------------- ?
B:	Yes, Sorry,	------------------- .

Use these phrases in your requests:

1. use your car (pencil, bicycle, ...)
2. borrow your book (umbrella, ...)
3. have some more tea (another sandwich, ...)
4. see the newspaper ...
5. watch the news, ...

G. Pronunciation Practice

A. The words in the first column have the short /ɪ/ sound as in "sit"; the words in the second column have the long /iː/ sound as in "seat". Listen to your teacher and repeat after him / her.

it	eat	live	leave
sit	seat	ship	sheep
slip	sleep	rid	read
fit	feet	hit	heat

Listen to your teacher and repeat these sentences after him / her.
1. Please sit in this seat.
2. She hit him.
3. Did he see his feet?

B. Here are some more words with /ɪ/ and /ɪː/ sounds. Put them under the right column and then read them aloud.
read, he's, his, eat, still, feel, it, fill, live, did, deep, ease, is, please, these, pit.

Example:

/ɪ/	/i:/
his	cheek
--------------	--------------
--------------	--------------

H. Vocabulary Review

True or False?

____ 1. A comb has teeth.
____ 2. A chair may have a hand.
____ 3. A clock has a face.
____ 4. A bank usually has branches.
____ 5. A table has legs.
____ 6. A car has chairs.

I. Vocabulary

a long time
another*
armchair
autumn
bedroom
beside*
boot*
borrow
branch
Chinese
clear (v)
climb (up / down)*
comfortable
deep*
England
face (n)
first
front*
get up*
hand
hear*
heavy (snow)*
Help yourself.
interesting
loud*
make a noise
May I borrow ... ?
maybe*
most
Never mind.
noise*
only*
out*
push*
right now
road*
second
side*
sitting room
snow (n)
snowplow*
sorry
taxi - driver*
third
too* (adv)
tooth (pl. teeth)
voice*
warm*
What fun it was!*
what if
wonder* (v)
worse
worst
yard*

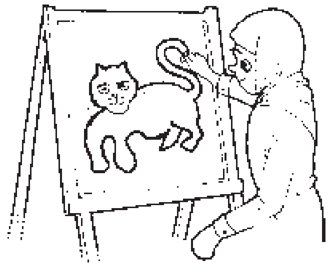


LESSON FIVE

A. New Words

1. She is **drawing** a cat. Her **drawing** is not good. She wants to draw another one.

   What is she doing?
   Do you like her drawing?



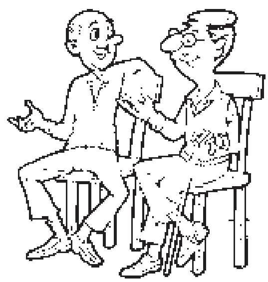
2. Ali's father travels a lot. He visits many **foreign** countries. He knows two foreign languages.

   Does Ali's father visit foreign countries?
   Does he know any foreign languages?
   How many foreign languages does he know?



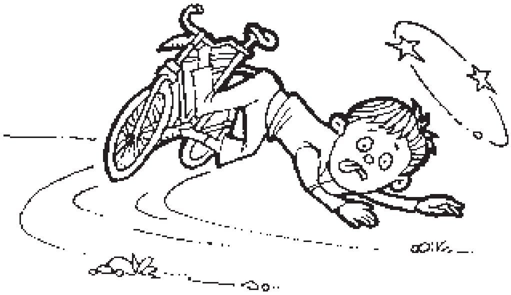
3. We talked about our program for hours. **Finally**, we changed it.

   What did we talk about?
   What did we finally do?



4. If you can't ride the bicycle the first time, **try** again. If you try hard, you'll finally do it.

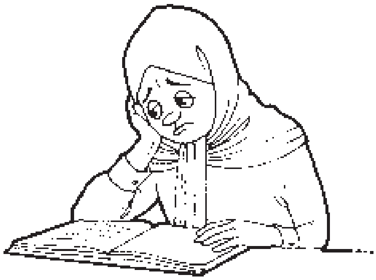
   What should we do when we can't do something for the first time?



5. There are many new words in this lesson. I can't **understand** them.

   Is it easy to understand this lesson?

   Why can't you understand this lesson?



6. Yesterday Bob was very hungry. He went to a restaurant near his house. He sat at a table and **ordered** a sandwich.

   Why did Bob go to a restaurant?

   What did he order?



Practice Your New Words.

Use these words in the sentences.

understand, foreign, order, finally, draw

1. He's not from this country. He speaks a ---------- language.
2. Can you ---------- a picture of a tree?
3. What do you want to ---------- for lunch?
4. I can't ---------- these sentences.
5. They wanted to buy my car. They talked about it for hours. ---------- they didn't buy it.

B. Reading

LEARN A FOREIGN LANGUAGE!



1 Let's think you are in a foreign country. If you don't know the language of that country, you may have a lot of problems.

2 Here is the story of a Frenchman who was traveling in the United States. One day he was eating in a restaurant and wanted to order some mushrooms. Because he didn't know English, he asked for a pencil and paper and carefully drew a picture of a mushroom. But his drawing was not very good. The waiter looked at his drawing and went away. He returned in about twenty minutes with a large umbrella.

3 Another story is about two Americans traveling in Spain. They could not speak a word of Spanish and one day, while sitting in a restaurant in a small village, they wanted to order their food. One of them wanted a glass of milk. The waiter was not able to understand. Finally, on a piece of paper the man drew a picture of a cow, and tried to show to the waiter that from a cow one gets milk. The waiter looked at the picture a long time. Finally, he left and was away for an hour. When he returned he had two tickets for a bullfight.

C. Comprehension

I. Answer these questions orally.

1. Who was traveling in the United States?
2. What did he want to eat?
3. How did he order his food?
4. How did the American order milk?
5. What did the waiter bring him?
6. Do you speak a foreign language?
7. Can you speak it well?
8. Is it difficult to learn a foreign language?

II. True or False?

____ 1. You may have a lot of problems if you learn a foreign language.
____ 2. The Frenchman was traveling in the United States.
____ 3. The waiter could understand him very well.
____ 4. The waiter returned in a very short time.
____ 5. The man asked for an umbrella.
____ 6. The two Americans did not know Spanish.

III. Complete the sentences. Use a, b, c or d.

1. If we don't know the language of a foreign country, we ----------.
   a. can't eat anything
   b. can't order anything
   c. may have a lot of problems
   d. can't go to any restaurants
2. The Frenchman asked for a pencil and a piece of paper because he wanted to ----------.
   a. draw a picture of an umbrella
   b. draw a picture of a mushroom
   c. write the name of the food
   d. write a letter to his family
3. The American drew a cow to show that he ----------.
   a. wanted a ticket for a bullfight
   b. couldn't speak Spanish very well
   c. could draw pictures very well
   d. wanted a glass of milk

4. A "bullfight" is a fight between ----------.
   a. a man and a bull
   b. two bulls
   c. two groups of people
   d. two men

D. Speak Out

Presentation

Structure: word order

Speaking 1

A. Listen to these sentences carefully. Pay attention to the position of adverbs.
The teacher talked **loudly**.
She lived **happily** **in the village**.
It rained **hard** **last night**.
The old man was walking **slowly** **in the park** **this morning**.

B. The student answered the questions **correctly**.
The man ate the sandwich **quickly** **over there**.
The teacher taught the lesson **carefully** **yesterday**.
He wrote the sentences **carefully** **in the classroom** **this morning**.

Speaking 2

Substitute the words and make new sentences.

I studied the book carefully in the library yesterday.

1. here
2. slowly
3. this morning
4. read
5. the sentences
6. we
7. last night

8. repeated
9. easily
10. wrote

Speaking 3

Add the word(s) in parentheses to the sentences.

1. It was a car. (red)
2. He didn't study yesterday. (his book)
3. I get up at about 6 o'clock. (usually)
4. We eat lunch every day. (at school)
5. They play football. (on Fridays)
6. How many cars do you see? (in the street)
7. Does he always do his homework? (carefully)
8. A man can work. (young, hard)
9. We ate lunch. (yesterday, in a restaurant)
10. He studies carefully. (the books, in the library)

Speaking 4

Answer these questions with the words given in parentheses.

1. Where did you do your homework yesterday? (in my room)
2. How do you study your books? (carefully)
3. When did you see your friend in school? (on Monday)
4. What was she reading in the library this morning? (a story book)
5. What is your mother doing in the kitchen now? (cooking lunch)

To the teacher

Notice the position of subject, verb, direct object and adverbs in English sentences:

Subject	Verb	D.O.	Adverb of Manner	Adverb of Place	Adverb of Time
He	works	----------	hard	----------	----------
He	drives	his car	carefully	----------	----------
He	spoke	English	clearly	in class	yesterday

E. Write It Down

Writing 1

Put these words in the correct order.

1. John, students, Betty, are, and.
2. the old, big, house, is.
3. is, a pencil, there, the table, on.
4. the window, please, close.
5. can't, the old, fast, walk, man.
6. the newspaper, carefully, he, every day, reads.
7. on his bed, sleeping, was, he.
8. doing, she, what, when, got up, you, was?
9. English, teaches, this year, who, you?
10. breakfast, usually, you, eat, when, do?
11. will, I, some, give, him, money.
12. the blue car, expensive, more, is, the green car, than.

Writing 2

Write 5 questions with "who, why, where, what and when". Then answer them.

F. Language Functions

Identifying by Appearance and Dress

1.
   A: Which (one) is Mrs Rasouli?
   B: She's the woman with glasses.
2.
   A: Which (one) is Mrs Akbari?
   B: She's the tall woman.
3.
   A: Who's Mr Amini?
   B: He's wearing a white shirt.

Conversation in Context

Ali: What does your friend look like?
Reza: Well, he's tall. He's about 180 centimeters.
And he's got black hair.
Ali: Does he wear an overcoat?
Reza: No, he doesn't.
Ali: Is he a nice boy?
Reza: Yes, he's very nice.

Now practice with a friend.

G. Pronunciation Practice

1. Practice the following words. They have the short sound / ʊ / as in "book" and / ^ / as in "cut".

put	look	book
took	could	foot
luck	bus	but

2. Now listen to your teacher and repeat after him / her. The following words have the sounds / ʊ / or / ^ / . Follow the examples: / ʊ / as in " look" , / ^ / as in "gun".

good	could	shook	hook
hut	cut	but	luck

3. Listen to your teacher and then repeat after him / her.
   a. The book was good.
   b. Would you look at his paper?
   c. He put the books back in the car.
   d. His car was full.

H. Vocabulary Review

Write eight complete sentences using this table.

Example: A waiter works in a restaurant.

A waiter	speak	in a restaurant
A farmer	works	plants and vegetables
A butcher	grows	French
A baker	sells	in Europe
Frenchmen	bakes	very fast
Germany	is	the kitchen
My mother	are learning	bread
We	was cleaning	meat

1. A waiter works in a restaurant .
2. -- .
3. -- .
4. -- .
5. -- .
6. -- .
7. -- .
8. -- .

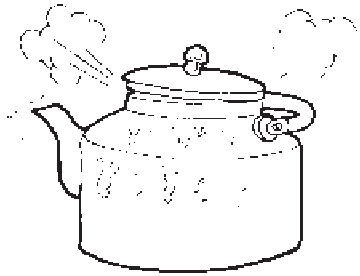
I. Vocabulary

American
a short time
ask for*
bake
baker
be able (to)*
be away*
bull
bullfight* (n)
butcher
change (v)
draw*
drawing* (n)
fight* (n)
finally*
foreign*
Frenchman*
get milk (from a cow)*
glasses
go away*
group
have got (v)
language*
loudly
mushroom*
order* (v)
overcoat
repeat
sell
sentence*
Spain*
Spanish*
time (the first time)
travel*
try*
understand*
United States*
waiter*
wear
while* (conj)
best

LESSON SIX

A. New Words

1. When a kettle is boiling you see **steam** coming out of it.
   What comes out of a boiling kettle?
   When does water change into steam?



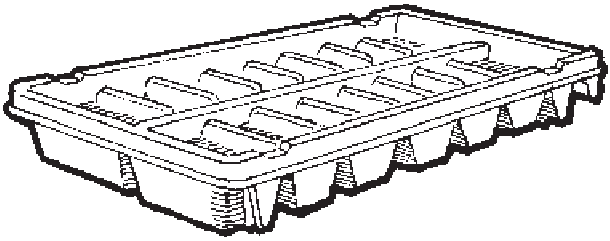
2. Be careful! You may **burn** your hand; the water is boiling.
   Why should he be careful?



3. They don't have **enough** money to buy a car.
   They have to buy something **else**.
   Why are they going to buy something else?

4. Water **turns into** ice when it is very cold.

When does water turn into ice?
When does water turn into steam?



5. Steam **rises** from hot water. Smoke rises from fire.

What rises from hot water?
Does steam rise from cold water?
Does smoke rise from boiling water?

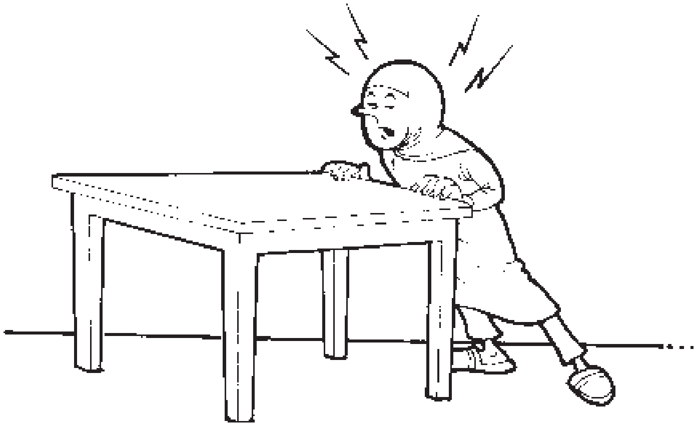


6. The boy was too tired yesterday. He could **hardly** walk.

Who was too tired?
Why couldn't he walk easily?



7. This table is too heavy. She can't **move** it.
Why can't she move the table?
Does she need help to move it?



8. They are **building** new houses in front of our school.
What are they building?
Where are they building the houses?

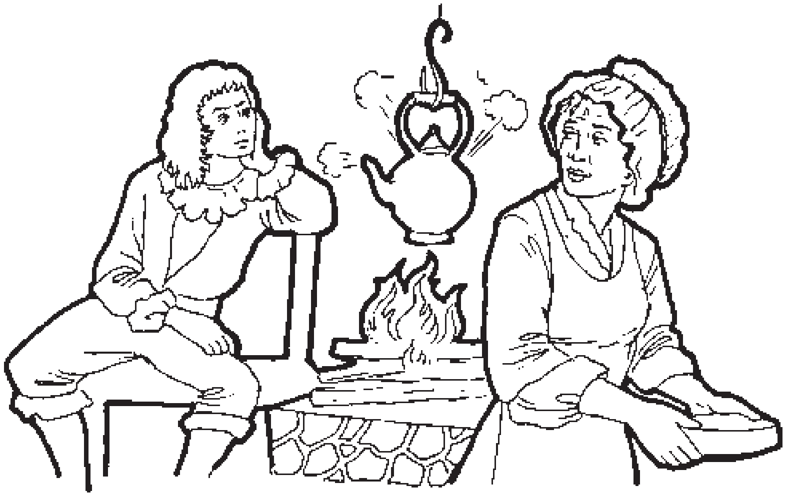
Practice Your New Words.

Find the meaning of the underlined words.

1. Ice **turned** into water.	( )	a. not easily
2. Can you **build** a wall?	( )	b. another thing
3. Can you **move** this chair?	( )	c. changed
4. He could **hardly** see the steam.	( )	d. coming up
5. I want to buy **something else**.	( )	e. change the place of
6. Smoke was **rising** from the fire.	( )	f. make

B. Reading

THE BOY WHO MADE STEAM WORK



1 Many years ago there was a boy who lived with his grandmother. They lived in a little house in Scotland. The boy's name was James Watt.

2 One day James was sitting near the fireplace in the kitchen. He watched the fire burn. After a time he asked, "Why does the fire burn, grandmother?"

3 His grandmother couldn't answer his question. It wasn't the first time that she couldn't answer his question. He asked about so many things!

4 That night James sat near the fireplace once more. But this time he watched a big kettle. The kettle was above the fire. The fire made the water in the kettle very hot.

5 Soon the water in the kettle began to sing.

6 "Grandmother," asked James, "What's in the kettle?"

7 "Just water," she said. "Nothing but water."

8 "But I know there must be something else in it," James said. "Water can't sing like that, can it?"

9 "Oh, it's only the steam that you hear." His grandmother said. "The fire turns the water to steam. And the steam sings when it comes out of the kettle."

10 James watched the kettle some more. The steam rising from the water looked like smoke. "How odd!" he said. "You can hardly see the steam. But it can move the heavy lid of the kettle. If you come closer, you can see it move."

11 James's grandmother went over to the kettle. She could see the lid moving.

12 "Well!" said James. "The steam from the hot water can move the lid of the kettle. Maybe it can move other things, too."

13 When James Watt grew up, he didn't forget that steam could move the lid of a kettle. And he began to look for ways to make steam move other things. He worked very hard. And at last he succeeded. He built a steam engine that could move things like boats and wagons. He built the first steam engine that could really do work for man.

C. Comprehension

I. Answer these questions orally.

1. Where did James Watt live?
2. Did he ask many questions?
3. What did James hear?
4. Could he see the steam easily?
5. What did James show to his grandmother?
6. Did he use steam to move other things?

II. True or False?

____ 1. James and his parents lived in a small house in Scotland.
____ 2. One day he asked his grandmother about fire.
____ 3. He asked many questions.
____ 4. He also asked about the kettle.
____ 5. James thought there was only water in the kettle.

III. Complete the sentences. Use a, b, c or d.

1. James asked a lot of questions, but his grandmother --------- .
   a. couldn't answer them at all
   b. always answered his questions later
   c. sometimes couldn't answer his questions
   d. didn't like to answer so many questions

2. "Grandmother, what's in the kettle?" James asked this question because he ----------------.
   a. thought there was some fire in the kettle
   b. wanted to know about everything
   c. thought something was singing in the kettle
   d. was boiling something in the kettle
3. When James grew up, he worked hard to ------------- .
   a. move heavy things
   b. show that his grandmother was wrong
   c. build the first steam engine
   d. make heavy boats and trains
4. James's grandmother ------------------- .
   a. helped James to build a steam engine
   b. could see the lid moving
   c. made the fire burn
   d. didn't see the steam

D.Speak Out

Presentation

Structure: short questions at the end of a statement

> Water can't sing like that, can it?
> The teacher speaks English fast, doesn't he?

Speaking 1

Listen and repeat.

1. Your pen isn't on the desk, is it?
2. Parvin was running in the yard, wasn't she?
3. You can see them in their classroom, can't you?
4. They don't live on this street, do they?
5. There is some water in the kettle, isn't there?
6. You will see Ali tomorrow, won't you?
7. He wasn't at home last night, was he?

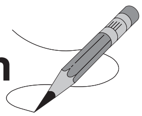
8. You could drive a car two years ago, couldn't you?
9. We mustn't speak Persian* in class, must we?
10. Children should go to bed early, shouldn't they?
11. They go to school by bus, don't they?
12. Zahra wrote the sentence carefully, didn't she?

Speaking 2

Add short questions to these sentences.

1. The teacher speaks English very fast, _____________?
2. The students are listening to the teacher, _____________?
3. Some of the students came late today, _____________?
4. The students speak English every day, _____________?
5. The class begins at 8 o'clock, _____________?
6. The school library is open now, _____________?
7. The teacher came late, _____________?
8. The students didn't come late, _____________?
9. We can't speak Arabic well, _____________?
10. We aren't busy every day, _____________?

E. Write It Down



Writing 1

Complete these sentences with short questions.

Example: <u>**Statement**</u> <u>**Short Question**</u>

You are busy, aren't you?

1. You know us, _____________ ?
2. The students come to class every day, _____________?
3. James built the first steam engine, _____________?
4. He worked hard yesterday, _____________?
5. We want to learn English, _____________?
6. You live near here, _____________?

∗also farsi

Writing 2

Complete these sentences with short questions.

Example: **<u>Statement</u>** **<u>Short Question</u>**

The teacher isn't late, is he?

1. He doesn't speak French, --------------?
2. The library isn't open now, --------------?
3. You don't want to leave, --------------?
4. They don't live near here, --------------?
5. James didn't build a ship, --------------?
6. We couldn't answer all the questions, --------------?
7. We didn't come late, --------------?
8. The students weren't busy yesterday, --------------?

To the teacher

The library is open, isn't **it**?

Reza can help me, can't **he**?

The students came late, didn't **they**?

The library isn't open, is **it**?

Reza can't help me, can **he**?

The students didn't come late, did **they**?

Comments:

1. A question may be formed by attaching a short question to a statement. If the statement is affirmative, the short question is negative; if the statement is negative, the short question is affirmative.
2. We always use auxiliaries in short questions and answers.
3. With simple present and past tense forms of verbs other than **be**, the auxiliary verbs **do**, **does**, and **did** are used in short questions.
4. The subject in the short question is a personal pronoun.

F. Language Functions

Talking about Appearance

1.

A: What does he look like?
B: He's quite good - looking.

2.

A: How does she look like?
B: She's very | beautiful / attractive. / pretty

Talking about Age, Weight, Hair Color

1.

A: How old is he / she?
B: He / She is twenty five.

2.

A: How much do you weigh?
B: I weigh (about) 62 kilos.

3.

A: What color is Babak's hair?
B: He's got | dark / black / brown / light brown | hair.

Now practice with a friend.

Talk about your friends and people in your family.

Example: A: Is his child good looking?
B: Yes, he is.

1. Is he / she very tall?
2. How old is our teacher?
3. What color is your father's hair?
4. How much does your father weigh?
5. What's your friend wearing today?

G. Pronunciation Practice

1. Practice the following words with the sound /eɪ / as in “say”.

a, j, k, h	may	same
say	April	wait
8, 18, 80	take	name
ate	place	stay
they	weight	vacation

2. Listen to your teacher’s pronunciation and repeat these sentences after him / her .

A. They say they’ll take a vacation.
B. They stayed eight days in May.
C. They say it may rain in April.

H. Vocabulary Review

Fill in the blanks with these words.

accident, ticket, succeed, steam, grows, seat, dirty, member

1. A flower ------ on a plant.
2. I’m sorry I broke the cup: It was an ----------------- .
3. When you are tired you look for a ------- to sit on.
4. You have to buy a ------- if you want to travel by train.
5. The opposite of clean is ------ .
6. If you want to -------- , you must study hard.
7. I am a ----- of our school football team.
8. --------------- rises from hot water.

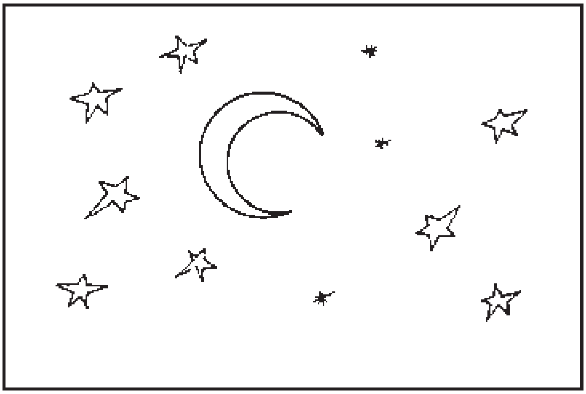
I. Vocabulary

above*
at all
at last*
attractive
be going to*
be wrong
boat*
build*
burn*
but (prep)
change into
dark (adj)
else*
engine*
enough
fireplace*
good - looking
grandmother*
hardly* (adv)
How odd!*
ice
in front of*
kettle*
lid*
light (brown)
look for*
man
member
once more*
nothing*
opposite of
other
really*
rise* (v)
Scotland*
seat (n)
sing*
smoke*
so many*
some more*
steam*
steam engine*
succeed*
team
turn (into)*
wagon*
weigh
way*
close

LESSON SEVEN

A. New Words

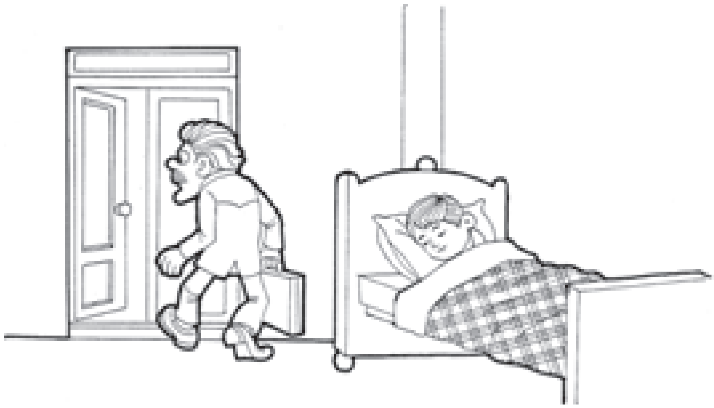
1. Some birds can **fly** high in the sky. They can find their way easily. They don't **get lost**.
   Do birds fly?
   Can they find their way?
   Do they get lost?
2. This is the **moon**. The moon **shines** in the sky.
   What do you see in the picture?
   Where is the moon?



3. I go to bed early **during** the week. During the weekend I go to bed later.
   Do you go to bed early during the week?
   Do you go to bed late during the weekend?
4. All animals and plants need **air**.
   Do birds need air?
   Is there air in this room?
5. The **distance** from our house to my school is one **kilometer**.
   How far is it from our house to my school?
   How many meters are there in a kilometer?

6. He was **asleep** when I left the house. He was **still** in bed when I returned.

What was he doing when I left the house?
Where was he when I returned?



Practice Your New Words.

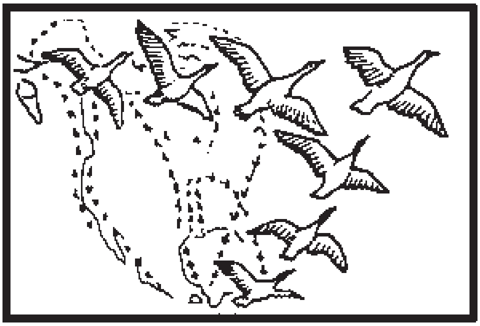
Fill in the blanks with correct words from the list.

get lost, fly, air, during, distance, asleep, still

1. I can walk the -------- in about 2 hours.
2. The cat is -------- on the wall.
3. Some birds cannot ---------- .
4. If you don't know your way, you may --------- .
5. We need ---------- and water to live.
6. We don't go to school ---------- the summer.
7. He is ---------- working. He wants to finish his work before he goes to bed.

B. Reading

HIGHWAYS IN THE SKY



1 The air is cool. A yellow moon shines brightly. The sky is black. Autumn is here.

2 And while you're sleeping, what's happening outside, high in the sky?

3 Hundreds of birds are flying by! But you don't see them. you're asleep.

4 The birds are flying south. They know that winter's coming. Soon there will be little food for them in the north. They must fly to warmer places. There they can find plenty of insects, seeds, and fruit to eat.

5 But don't worry. When spring comes, the birds will fly back again. They always do. And they'll return to the same place.

6 There's a special name for a bird's travels between his summer and winter homes. It's migration.

7 Not all birds migrate, but great numbers of them do. Many like to migrate at night. Then during the day they can rest and eat. It's easier for them to find food in daylight.

8 How do birds know when to fly south? Some people think it's cool weather that tells them to leave. But others don't believe this is true. They think the birds start to migrate when the autumn days grow shorter.

9 Some birds migrate only short distances. Others fly thousands of miles. And they don't get lost.

10 Birds don't have maps to show them the way. So how do they know where they're going in the sky? How do they find their way back to the same place? Nobody knows the answers for certain. Many things about bird migration are still a mystery.

11 Maybe some day you'll discover the birds' secrets.

C.Comprehension

I. Answer these questions orally.

1. Do birds fly at night?
2. Why do some birds fly south?
3. When do they fly back again?
4. Do all birds travel long distances?
5. Do some men also have summer and winter homes?
6. Do we know everything about birds' travels?

II. True or False?

____ 1. Birds don't fly at night.
____ 2. All birds travel in winter.
____ 3. Some birds have summer and winter homes.
____ 4. They fly south because of short days in autumn.
____ 5. We know how birds find their way in the sky.

III. Complete these sentences. Use a, b, c or d.

1. The birds fly at night because they ---------- .
   a. can see the stars at night
   b. fly easily in the dark sky
   c. can rest and eat during the day
   d. see very well at night
2. "Migration" means: ---------- .
   a. going from one place to another
   b. moving from south to north
   c. flying long distances at night
   d. returning to the same place
3. The word "mystery" (par. 10) means: ---------- .
   a. story
   b. art
   c. secret
   d. plan
4. In the sentence "They think the birds start to migrate ----------" in paragraph 8, **they** refers to:.
   a. birds
   b. some people
   c. others
   d. both b and c

D.Speak Out

Presentation

Structure: that clauses with **think**, **know**, **believe**, **guess**, **hope**, etc.

They know (that) winter's coming.
They believe (that) this is true.
I think (that) you can do it easily.
I hope (that) he will arrive on time.
I guess the birds find their way back.

Speaking 1

Substitute the words and make new sentences.

I think (that) they live on Bahar Street.

1. guess
2. believe
3. know
4. think
5. he
6. your friends
7. Mr Karimi
8. works in that building
9. teaches Arabic
10. can't see them
11. is a mechanic
12. is from Tabriz
13. is watching TV
14. is going to work

Speaking 2

Make new sentences using **think**, **believe**, **know**, **guess**, **hope**.

Example: Teacher: Winter is coming. (know)
Student: I know (that) winter is coming.

1. The birds are flying south. (think)

2. They fly to warmer places.	(guess)
3. We must leave now.	(think)
4. This is true.	(believe)
5. Nobody knows the answer.	(think)
6. They will discover a new way to solve the problem.	(hope)
7. The weather will be nice tomorrow.	(hope)
8. Nobody knows the answer for certain.	(think)

Speaking 3

Make new sentences. Answer individually.

Example: Winter is coming.
They know (that) winter is coming.

1. The birds are flying south.
   They know -- .
2. Birds don't have maps to show them the way.
   We know -- .
3. The weather will be nice tomorrow.
   I hope -- .
4. Some birds migrate short distances.
   They think -- .
5. Others fly thousands of miles.
   We guess --- .
6. You can visit the city.
   I hope -- .

Speaking 4

Student A reads the question, student B answers the question.

Example: Student A: Which season is coming, winter or spring?
Student B: I know winter is coming.

1. Where do the birds fly, to warmer or cooler places?
2. What do the birds do during the day, rest or fly?
3. When do the birds migrate, in autumn or in winter?
4. Where do the birds return, to the same places or to different places?
5. Which do you guess is heavier, a cow or a camel?
6. Which do you believe is faster, a car or a train?

E. Write It Down

Writing 1

Complete these sentences.

Example: I believe (that) they will stay here for a long time.

1. I know -- .
2. I guess -- .
3. Some people think --- .
4. We hope --- .
5. They guess --- .

Writing 2

Answer these questions in the same way.

1. What is there in my school bag?
2. Whose pen is that?
3. Where does she live?
4. How many people work in that building?
5. Why is he standing over there?
6. When will they return?
7. Who lives in that room?

Notice the use of that - clauses as a direct object.

To the teacher

I know	something.
	↓
	winter is coming.
	↓
I know (that)	winter is coming.

Comments:
1. **That - clauses** can be used as direct objects.
2. The word **that** is usually not used in English conversation.

F. Language Functions

Requesting Politely - Saying "Yes" to a Request

1.

A: Will you take these books to the library, please?
B: Sure (Certainly).
A: Thanks a lot.
B: Not at all.

A: Will you turn off the radio, please?
B: Yes, of course.

A: Will you turn down the television, please?
B: All right.

2.

A: Would you give this to Mr Karimi, please?
B: Okay.

A: Thank you very much
B: You're welcome.

A: Would you open the window, please?
B: Yes, all right.

A: Would you bring me some water, please?
B: Yes, of course.

Now practice with a friend.

G. Pronunciation Practice

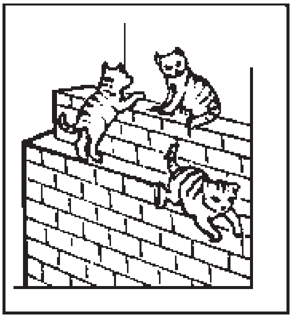
Listen to your teacher and repeat these words.

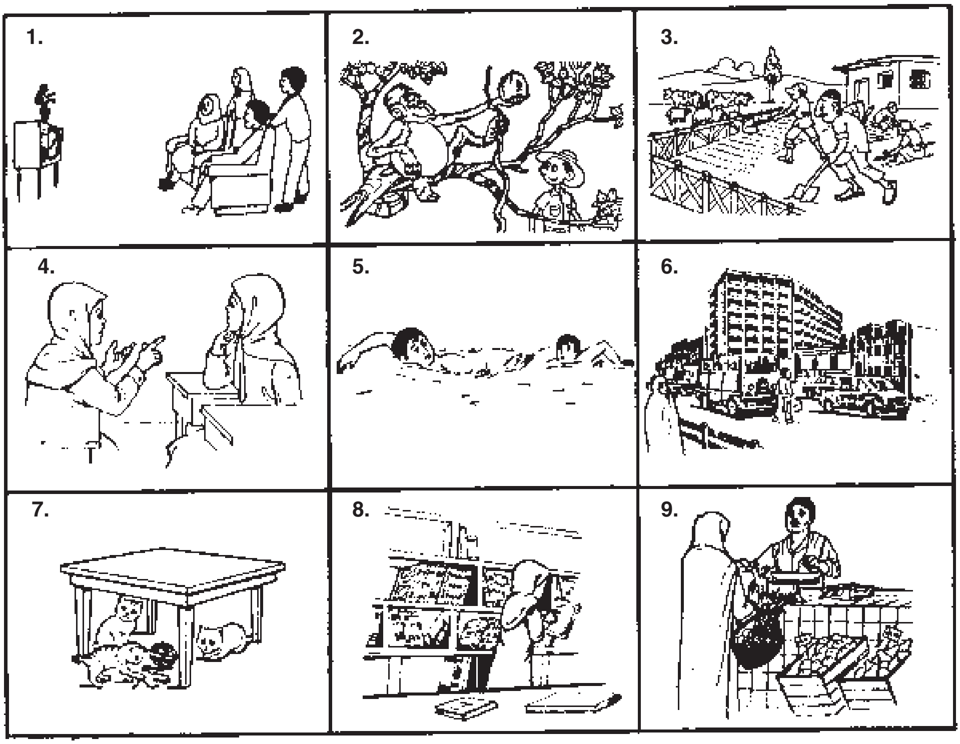
/ i: /	/ eɪ /	/ aɪ /	/ ɔɪ /
see	say	sign	soil
tree	tray	try	toy
green	gray	grind	boil
b	bay	by	boy
p	pay	pie	join

H. Vocabulary Review

Look and say.

Example: There are three cats on the wall.
The cats are playing.





I. Vocabulary

air*
art*
asleep*
believe*
brightly*
building
certainly
cool*
daylight*
discover*
distance*
Don't worry.*
during*
elephant
find one's way back home*
fly*
fly back*
fly by*
for certain*
get lost*
grow (shorter)*
happen*
high*
highway*
hope
insect*
mechanic
migrate*
migration*
mile*
moon*
mystery*
nobody*
Not at all.
Okay.
plan* (n)
plenty (of)*
same*
season
secret*
seed*
shine*
some day*
south*
special*
star
still*
tell*
thousand*
turn down
turn off
Will you...?
Would you...?

LESSON EIGHT

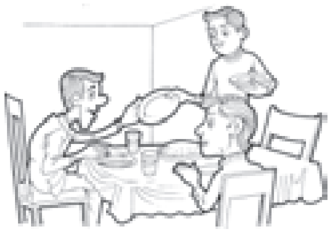
A. New Words

1. Ali's father is a rich man. He has a lot of money. He helps **poor** people.

   Is Ali's father rich or poor?
   What does he have?

2. I **invited** two of my friends to dinner. They were my guests. I was their **host**.

   Who were my guests?
   Did I invite them to dinner?



3. Mary is **dressing** the little girl. There are two pockets on the dress.

   What is Mary doing?
   Is there one pocket on the dress?

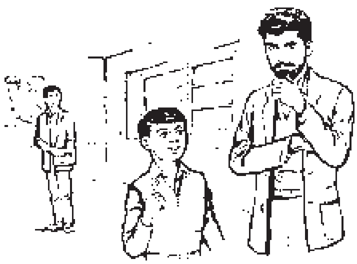


4. At dinner I was **seated** near the host.

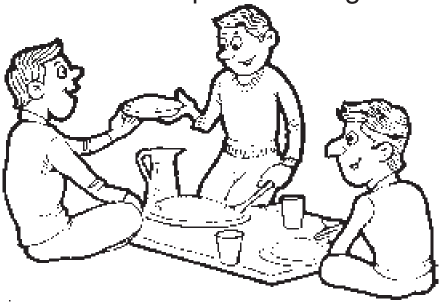
   Where was I seated at dinner?
   Who was sitting near the host?

5. Ali is standing **far from** the teacher.
   Bahram is standing beside the teacher.

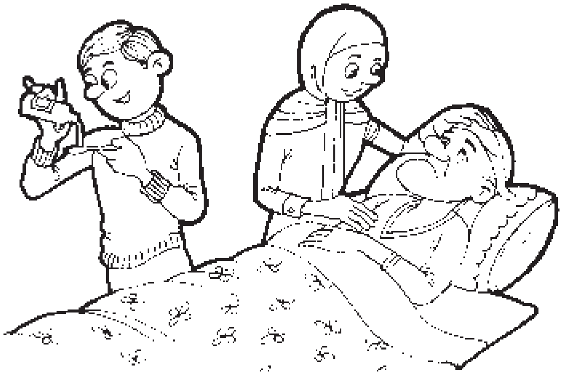
   Is Ali standing near the teacher?
   Who is beside the teacher?



6. The host **passed** the food to the guest.
What did the host do?
What did the host pass to the guest?



7. I must **change** my shirt. It is dirty.
Why should I change my shirt?
8. Your father is old and sick. You should **treat** him kindly.
Why should you treat your father kindly?
Should we treat old people kindly?



Practice Your New Words.

Find the meaning of the underlined words.

1. I'm sure he'll **give an answer** to my question soon.	a. sunset
2. You should never **give food to** your little brother.	b. reply
3. **The time when the sun sets** is very beautiful in this city.	c. dress
4. He never likes to be a **person who receives guests**.	d. host
5. I **put clothes on** my little daughter every morning.	e. feed

B. Reading

EAT, CLOTHES, EAT!



1 One day a rich man was invited to dinner. He spent the day working in his garden. At sunset he didn't have time to dress for the dinner. He went in his work clothes.

2 When he arrived, all the other guests were there. But nobody spoke to him. At dinner he was seated far from the host. No one spoke to him.

3 He got up and went home. He washed. He dressed in fine clothes. Then he came back.

4 Now the host said, "Come, sit beside me." The host passed the food to him. The man took the food and began putting it in his pockets. "Eat, clothes, eat." he said.

5 The host was surprised at this. "What are you doing?" he asked.

6 The man replied, "I'm feeding your guest. When I first came, no one would speak to me. After I changed my clothes, you treated me as a special guest. I'm still the same man. So my clothes must be important to you. I'm just giving them their share of the food."

C. Comprehension

I. Answer these questions orally.

1. Why did the man go to the dinner in his work clothes?
2. When did he arrive?
3. Who spoke to him?
4. Where did the guest sit?
5. Why did he go home?
6. What did he do at home?
7. What did the man do with the food?
8. Why did the host treat him as a special guest?

II. True or False?

____ 1. The man had dinner at home.
____ 2. He was not a poor man.
____ 3. He didn't dress in fine clothes because he didn't have time.
____ 4. People didn't speak to him first.
____ 5. The host put the food in his guest's pockets.

III. Complete the sentences. Use a, b, c or d.

1. The rich man didn't change his clothes because he ----------.
   a. didn't have any fine clothes
   b. liked his working clothes very much
   c. didn't have time to change his clothes
   d. forgot to change his clothes
2. When ----------, nobody spoke to him.
   a. he was very rich
   b. his clothes weren't fine
   c. he was far from the host
   d. all the guests were there
3. The man went out because he ----------.
   a. liked to go out for dinner
   b. wanted to change his clothes
   c. was invited to dinner
   d. always went out with his friends
4. He put the food in his pocket because ----------.
   a. he sometimes did strange things
   b. the host paid attention to his clothes

c. he was an important guest
d. he wanted to eat dinner at home

5. “Host” means a man who ----------.
   a. receives others as his guests
   b. knows all the other people
   c. goes to a party
   d. talks to everybody at a party

IV. Read the passage and complete the sentences with words from the passage. The number of the paragraph is given.

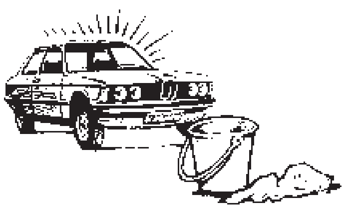
1. He never goes to bed before ---------- . (1)
2. I have no ---------- to wait here. (1)
3. When are you going to ----------? (3)
4. “Where can I find Mr Akbari?” “He’s sitting ---------- your father”. (4)
5. When do your classes usually ---------- ? (4)
6. The baby is hungry. I should ---------- him. (6)
7. Mother! I’m hungry. Can I have my ---------- of the cake? (6)

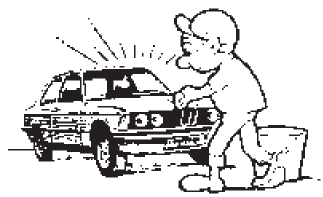
D.Speak Out

Presentation

Structure: passive

A. Reza washed the car yesterday.
B. The car was washed yesterday.





Speaking 1

Substitute the words and make new sentences. Make changes if necessary.

The windows were cleaned last week.

1. the desks
2. the car
3. this room
4. was built
5. was repaired
6. was painted
7. next week
8. next month
9. next year

Tenses in the Passive

Study this table and the sentences:

Tense	Active	Passive	
1. Present	write	am / is / are	written
2. Past	wrote	was / were	written
3. Future	will write	will be	written

A) They teach English in high school. ⟶ English is taught in high school.
They taught English last year. ⟶ English was taught last year.
They will teach English next year. ⟶ English will be taught next year.

B) The mechanic will fix your car tomorrow.
It will be fixed tomorrow.

Reza lost his watch in the classroom.
It was found in the yard.

She usually types the letters in the afternoon.
This letter will be typed in the morning.

Speaking 2

Make new sentences like the example.

Example: She washes the dishes every day.
The dishes are washed every day.

1. Reza answered the questions easily.
2. We sell a lot of shirts in Shiraz.
3. They will teach English next year.
4. The monkey picked all the coconuts quickly.
5. They close the doors at about 6 o'clock.
6. He passed the food to the guest.
7. The teacher will explain the lesson tomorrow.
8. They planned the trip last week.

Speaking 3

Answer the following questions.

1. Are these radios made in Japan? (Yes)
2. Is Spanish taught in your country? (No)
3. Did they invite Hamid to the party? (Yes)
4. Will they show the cartoon tonight? (No)
5. Is she taken to school at 7 o'clock? (Yes)
6. Did people see the cows near the village? (No)

Speaking 4

Answer these questions.

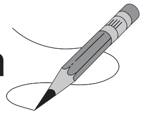
Example: Were the dishes washed yesterday? (tomorrow)
No, they'll be washed tomorrow.

1. Was the film shown on Tuesday? (next Monday)
2. Will the rooms be cleaned this evening? (last night)
3. Will the doors be opened at 8 tomorrow? (at 7:30 everyday)
4. Was the blue car sold yesterday? (the yellow car)
5. Are the films shown in that building? (in our high school)
6. Will lesson eight be practiced tomorrow? (lesson nine)
7. Was the lesson taught carelessly? (carefully)
8. Are the windows washed every week? (cleaned)

Speaking 5

Ask five questions in the passive form. Your true answers must be in the passive form, too.

E. Write It Down



Writing 1

Write the correct form of the verbs in parentheses.

1. Javad ---------- all the questions easily yesterday. (answer)
2. The windows ---------- on Fridays. (clean)
3. She ---------- the tickets next Monday. (buy)
4. The sick man ---------- to a hospital. (take)
5. This house ---------- many years ago. (build)
6. Two men ---------- in the accident. (kill)

Writing 2

Use the words given in parentheses to make sentences.

Example: The letter was written yesterday. (post / tomorrow)
It will be posted tomorrow.

1. The cake was made this morning. (eat / this evening)
   ---.
2. The lesson will be practiced on Tuesday. (teach / yesterday)
   ---.
3. The films are shown on Fridays. (make / many years ago)
   ---.
4. The car is used every day. (buy / 2 months ago)
   ---.
5. The doors are closed at 6 p. m. (open / 7 a. m.)
   ---.

Writing 3

Write six sentences in the passive form. Three about what happened in the past and three about what will happen in the future.

To the teacher

Structure: Passive form: be + past participle.

Sentence **A** is active. That is, we know the doer of the action. The subject of the sentence is before the verb. The active verb (washed) has an object (the car).

A:

Subject	Active Verb	Object	Adverb
Reza	washed	the car	yesterday.

But sentence **B** is passive. The passive verb (was washed) follows the object (of the active sentence). We don't know the doer of the action.

B:

Object (of the active sentence)	Passive Verb	Adverb
The car	was washed	yesterday.

A passive verb has two parts: (a) a form of be (am, is, are, was, were,...), and (b) the past participle of the main verb.

<u>Uses of the Passive</u>

We use the passive when:

a. It is not important to know the doer of the action.

b. We are most interested in the things that happen.

Example: My bag was found yesterday.
The letters were posted this morning.

F. Language Functions

Asking about Other People

1.

A: Where's John from?
B: He's from Canada.
A: What does he do?
B: He's a mechanic.

2.

A: What's Carl's nationality?
B: He's a German.
A: What is he?
B: He's a farmer.

3.

A: Is Ramo Indian?
B: Yes, he is.
A: What's his job?
B: He must be a doctor.

Nationality

Country	Nationality	Country	Nationality
America	American	Iran	Iranian
Australia	Australian	India	Indian
Canada	Canadian	Italy	Italian
Germany	German	Japan	Japanese

Now practice with a friend.

G. Pronunciation Practice

1.

A. These words have the /uː/ sound as in "you". Listen to your teacher and repeat after him / her.

two	cool
too	tool
who	pool
do	fool

B. Now listen to these words. They all have the /ʊ/ sound as in "book"

book	should
look	would
took	could
hook	good

C. Raise your right hand when you hear the /uː/ sound, and your left hand when you hear the /ʊ/ sound.

should	who
fool	do
good	could
tool	two
cool	book

2. Listen to your teacher and repeat the sentences.

1. He would buy a good book.
2. He stood on his foot and took the two books.
3. She took the fool to the pool.
4. He looked at the book and put it in his bag.
5. Who knows his full name?

H. Vocabulary Review

Fill in the blanks with these words.

ripe, foreign, summer, butcher’s, paper, easiest, Fridays, countries, carelessly, waiter

1. Meat is sold at the -------.
2. English is spoken in many ----------.
3. German is a ---------- language in Iran.
4. The opposite of carefully is ----------.
5. A man who works in a restaurant is a ----------.
6. Books are made of ----------.
7. We mustn’t pick green tomatoes because they aren’t ----------.
8. In Iran schools are closed on ----------.
9. The opposite of the most difficult is the ----------.
10. The hottest season of the year is ----------.

I. Vocabulary

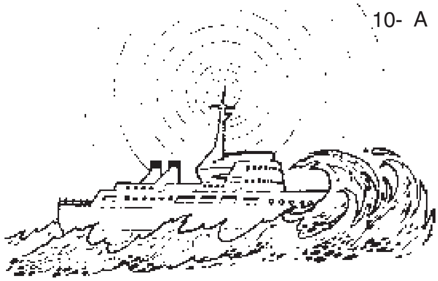
a.m.
America
Australia
Australian
be seated*
be surprised*
Canada
Canadian
change* (v)
cloth*
dress* (v)
explain
feed*
host*
India
Indian
invite*
Iranian
Italian
Italy
Japanese
kill
kindly
lose
nationality
no one*
p.m.
paint
party
pass*
person*
plan (v)
poor*
put... on*
receive*
repair
reply*
rich*
set*
share*
strange
sunset*
treat*
trip
type (v)
work clothes*
spend
daughter

LESSON NINE

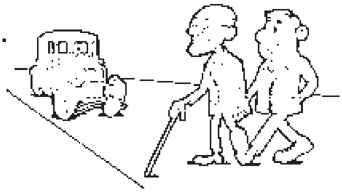
A. New Words

1. My father **received** two letters today.
   What did my father receive?
2. The ship sent radio **messages**. They asked for help.
   What did the ship send?
   Why did it send them?

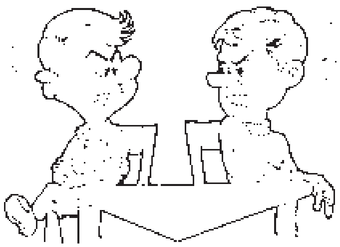
10- A



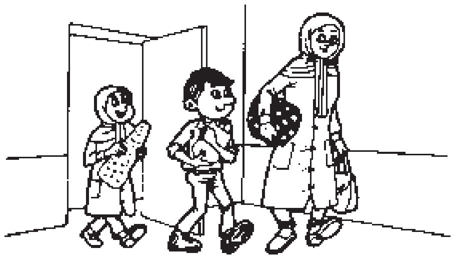
3. He **guided** the old man across the street.
   How did he help the old man?



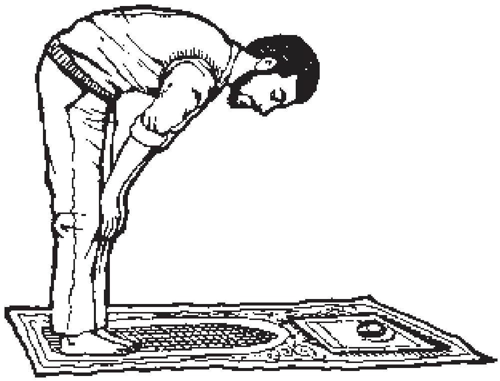
4. The **entire** village was destroyed by the soldiers.
   What did the soldiers do?
5. It's our **duty** to keep our classroom clean.
   Should we keep our classroom clean?
   What's our duty?
6. Those two boys were friends but now they are **enemies**.
   Were they friends before?
   Are they friends now?



7. The children **followed** their mother into the room.
What did the children do?



8. We **worship** God*.
Do Muslims worship God*?



Practice Your New Words.

Use these words in the sentences.

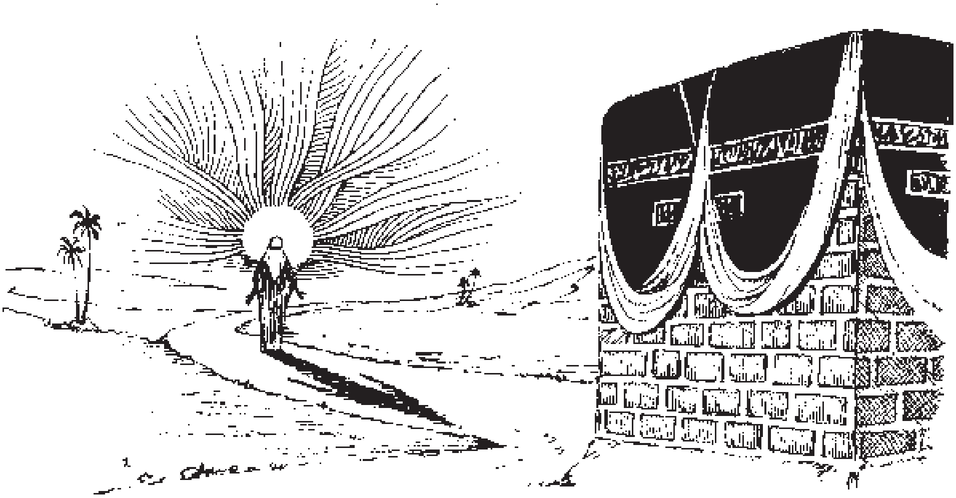
receive, duty, following, guide, entire

1. The little children were ----------- their mother.
2. He spent the ----------- day on fixing the car.
3. Did you ----------- any letters last month?
4. Please ----------- this man to his chair.
5. It is not my ----------- to clean the room.

∗Allah is the best word.

B. Reading

THE HOLY PROPHET



God* has sent many prophets for the guidance of mankind. They all taught us to be good and to do good. Our Holy Prophet Muhammad (Peace be upon him) was the last of the prophets. He was born in 571 A. D.[1] in Mecca. The people of Mecca liked him. They highly admired his truthfulness, honesty and sense of duty. They gave him the title of "Al - Amin" which means "the trustworthy". He received God's* message at the age of 40, and began to preach Islam. He told the people of Mecca not to worship idols but the One God who is the creator of the entire universe. The people of Mecca, who worshiped idols, turned against him. They became his enemies. They did not want him to preach Islam. The Holy Prophet left Mecca with his followers and went to Medina. The people of Medina received him with open arms. They were very happy to see the Prophet of God*.

---

1. / eɪ di: / (Anno Domini)

∗Allah is the best word

C. Comprehension

I. Answer these questions orally.

1. When was our Holy Prophet born?
2. Was he from Mecca?
3. What did people call our Prophet?
4. What did he begin to do at the age of 40?
5. Did all the people in Mecca accept his words?
6. Why did he leave his hometown?
7. Did people in Medina welcome him warmly?

II. True or False?

___ 1. The Prophet taught man to do good.
___ 2. Our Prophet was born in the sixth century.
___ 3. He began to preach Islam in Medina.
___ 4. People in Mecca admired the Holy Prophet.
___ 5. The Holy Prophet left Mecca to preach Islam.
___ 6. The people of Mecca admired and worshiped the One God.
___ 7. Those who worshiped idols were not the Prophet's friends.
___ 8. People in Medina welcomed the Prophet warmly.

III. Complete the sentences. Use a, b, c or d.

1. The people of Mecca liked our Holy Prophet because he ----------.
   a. was born in Mecca
   b. was the last of the prophets
   c. taught people to be good and to do good
   d. was honest and truthful
2. Before our Holy Prophet began to preach Islam, the people of Mecca worshiped ----------.
   a. the One God
   b. an idol
   c. the enemies of Islam
   d. many idols
3. Islam says that people should worship ----------.
   a. the One God
   b. their own idols
   c. their followers
   d. many gods

4. The people of Medina ----------.
   a. were happy to welcome the Prophet
   b. were very busy
   c. left their town
   d. had many enemies

D. Speak Out

Presentation 1

Structure: present perfect: Have / Has + past participle

Speaking 1

Listen and repeat.

It is nine o'clock in the evening. I am going to bed.
I have done all my homework carefully.
I have watched TV.
I have eaten my dinner.
I have brushed my teeth.
I have said my prayers.

My mother is watching TV now. She is tired. She has worked a lot today.
She has cooked our dinner.
She has made a cake.
She has washed the dishes.
She has cleaned the kitchen.
She has helped her children.

Speaking 2

Substitute the words and make new sentences. Make changes if necessary.

Ali has eaten his breakfast.

1. You
2. I
3. put on my white shirt
4. That boy
5. his blue coat
6. clean his shoes
7. She
8. go to school
9. They
10. do their homework
11. Maryam
12. buy a blue pen

Speaking 3

It is 7:30 in the morning. I am getting ready to go to school. Use the cues to make sentences with the present perfect.

Example: I / say my prayers
I have said my prayers.

1. I / wash my hands and face
2. I / eat my breakfast
3. My mother / wash the dishes
4. My sister / clean the kitchen
5. I / brush my teeth
6. I / put on my coat
7. My sister / open the windows
8. My father / go to work

Speaking 4

Answer these questions. Give short and complete answers.

Examples: Have you finished your homework? (Yes)
Yes, I have.
Yes, I have finished my homework.
Has Reza gone to school? (No)
No, he hasn't.

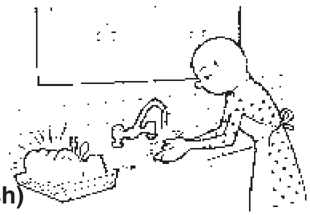
No, he hasn't gone to school.

1. Has your father gone to work? (Yes)
2. Has he closed the windows? (No)
3. Have you cleaned the room? (Yes)
4. Has your sister done her homework? (Yes)
5. Have they arrived in Tehran? (No)
6. Have you seen this film? (No)
7. Has the teacher corrected our papers? (Yes)
8. Has she got good grades in her exams? (No)

Speaking 5

Look at the pictures and answer the questions.

Example: What has she done?
She has washed the dishes.



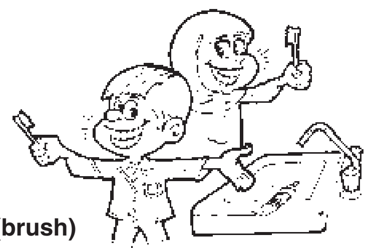
(wash)

1. What has Ali done?



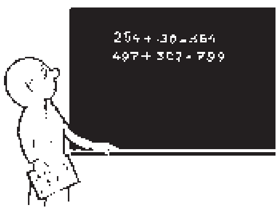
(write)

2. What have they done?



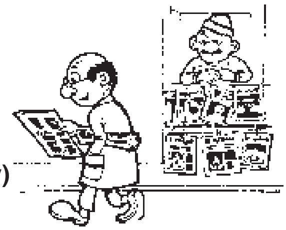
(brush)

3. What has Maryam done?



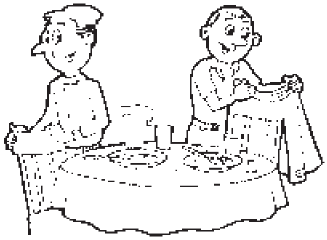
(add up)

4. What has Mr Salehi done?



(buy)

5. What have the boys done?



(eat lunch)

Presentation 2

Structure: Present perfect with **for** and **since**

Listen to these sentences carefully.

A.

1. We live in Ahwaz. We came here 5 years ago.
   We have lived in Ahwaz for 5 years.
2. They have an old house. They bought it 40 years ago.
   They have had the old house for 40 years.
3. She is in bed. She got sick 3 days ago.
   She has been in bed for 3 days.
4. His father works in that hotel. He went there 4 weeks ago.
   He has worked in that hotel for 4 weeks.

B.

1. He has a bicycle. He bought it in 1365.
   He has had a bicycle since 1365.
2. She teaches English. She became a teacher in 1350.
   She has taught English since 1350.
3. They are good friends. They met in May.
   They have been good friends since May.
4. Mr Taban lives in Tabriz. He went there in Mehr.
   Mr Taban has lived in Tabriz since Mehr.

Speaking 6

Complete the following sentences with the given alternatives.

1. He hasn't spoken to me ...... (last week, 3 days)
2. I haven't seen them ...... (2 years, Monday)
3. We haven't had a holiday ...... (Aban, 5 weeks)
4. It hasn't rained here ...... (more than 2 years, last month)
5. They have lived in this street ...... (1356, a long time)
6. We have waited for you ...... (yesterday, 2 hours)
7. She has been our teacher ...... (1367, 3 years)
8. We have learnt English ...... (4 years, 1366)

Speaking 7

Make ten true sentences about yourself and others using **for** and **since**. You can use verbs like **live**, **be**, **learn**, **study**, **buy**, **write**, … .

Statements:

I / We You / They	have	played ...... given ...... cleaned ...... written ......
He / She	has	

Questions:

Have	I / we you / they	played ......? given ......? cleaned ......? written ......?
Has	he / she	

Who	has	written	the letter?
What	has	he	done?
What	has	she	bought?

Negative:

I / We You / They	have not	played ...... given ...... cleaned ...... written ......
She / He	has not	

I	have been here	since 1331.
She	has been here	for 39 years.

Comments:

1. **Present Perfect** tense is used for indefinite past.
2. Present Perfect tense is used for actions beginning in the past and still continuing.
   For is used to indicate the period of an action. **Since** is used to show the beginning of an action.

E. Write It Down

Writing 1

Complete the following sentences using the correct form of the words in parentheses.

Example:
My father is tired because he has worked hard. (live, watch, work)

1. Ali's teeth are clean because -- them. (brush, eat, cook)
2. The girl's English is very good because ---------------------------- a lot. (help, practice, see)
3. Jane and Sally are not cold because ----------------------- their coats. (look for, turn on, put on)
4. My grades are good because ----------------------------------- carefully. (study, play, live)
5. Her glass is empty because -------------------------------- all the water. (eat, drink, learn)

Writing 2

Make questions with have or has.

Example: you / eat lunch
Have you eaten lunch?

1. our teacher / correct the papers
   --?
2. Ali's sisters / do their homework
   --?
3. the children's father / read the newspaper
   --?
4. Hamid and his brother / get good grades
   --?
5. the students / learn English very well
   --?

Writing 3

Complete the following sentences.

Example: Mehri has lived in Ahwaz for 3 years.

1. This man has worked ------------------- Tir.
2. I haven't seen ------------------- last month.
3. He has ------------------- 3 days.
4. They haven't ------------------- many years.
5. Mrs Ebrahimi ------------------- Mehr.
6. We ------------------- a few hours.
7. I ------------------- 30 minutes.
8. My mother ------------------- last April.
9. ------------------- last year.
10. ------------------- a few weeks.

Writing 4

Write ten true sentences about yourself and the people you know, use the present perfect tense.

1. -- .
2. -- .
3. -- .
4. -- .
5. -- .
6. -- .
7. -- .
8. -- .
9. -- .
10. -- .

F. Language Functions

Shopping

A: May I help you?
B: Yes, I'm looking for a dress.
A: What size do you wear?
B: I wear size 38.

A: How about this one?
B: It looks nice. How much is it?
A: It's only 4000 tomans.
B: Okay. I'll take it.
A: Anything else, madam?
B: No, thank you.

A: Can I help you?
B: Yes. I need a watch.
A: How about this one?
B: Is there a cheaper one?
A: Yes, here you are.
B: Thanks.
A: Anything else, sir?
B: No, thank you.

Now practice with a friend.

G. Pronunciation Practice

I. The words in the first column have an / eɪ / sound, as in "late", and the words in the second column have an / e / sound, as in "let".

/eɪ/	/e/
late	let
main	men
sale	sell
taste	test
age	edge
tale	tell
waste	west
gate	get
lace	less

Listen to your teacher's pronunciation and repeat these sentences after him / her.

1. They went to bed late.
2. Ted met her.

3. James, take it to the lake.
4. They stayed with Ted.

II. Practice the following words with the / aʊ / sound, as in "house":

house	down	cow
out	power	south
hour	now	found
noun	town	sound
about	mouse	ground
how	cloud	mouth

III. Now practice the following words with the / əʊ / sound, as in "go":

know	go	those	told
o	so	home	only
no	old	whole	though
nose	don't	chose	phone
hold	won't	both	bone

H. Vocabulary Review

Fill in the blanks with these words:

> wheels, climb, hungry, daughter, sure,
> enough, restaurant, best, accident, vegetables

1. I'm going to buy a bicycle when I have ----------- money.
2. It's true that tigers can ----------- trees.
3. I'm ----------- that they have gone home.
4. He always gets very good grades. He is the ----------- student in our class.
5. A bicycle has two ----------- .
6. Drivers don't like to have an ----------- .
7. Your sister is your father's ----------- .
8. Onions, potatoes and tomatoes are ----------- .
9. You go to a ----------- to eat.

10. I haven't eaten lunch. I'm ----------- .

I. Vocabulary

A.D.*
accept
across
add up
admire*
age*
all
among
Anything else, madam?
be born*
brush
century
correct (v)
creator*
destroy
duty*
empty
enemy*
entire*
follow*
follower*
get sick
God
guide*
guidance*
help
highly
hometown
honesty*
How about this one?
idol*
Islam*
last* (n)
look
mankind*
Mecca*
Medina*
message*
Muslim
Okay. I'll take it.
own
Peace be upon him.*
preach
prophet
receive (sb) with open arms*
send*
sense* (n)
since
sixth
title*
true
trustworthy*
truthful*
truthfulness*
turn against
universe
welcome (sb) warmly
What size do you wear?
worship*

Review Exercises (2)

I. Complete the following sentences.

1. They go to school in the morning, --------------?
2. Some of your friends saw the pictures, ------------?
3. You are writing a letter, -----------?
4. Bahram is the tallest boy in your class, -----------?
5. She will send them a letter, -------------?

II. Answer these questions.

1. Is it important to learn English?
2. How far is it from Tehran to Mashhad?
3. Does it usually snow in winter?
4. Is it cold or hot when it is snowing?
5. Could you speak English five years ago?
6. Did you have to do a lot of homework yesterday?
7. What must students do in the classroom?
8. Who teaches you English?

III. Write the correct form of the verbs in parentheses.

1. Our chemistry teacher ------------ us many questions last week. (ask)
2. Only a few people ------------ to the party last Friday. (invite)
3. Airplanes --------------- much faster than ships. (go)
4. A new hospital -------------- in this place next year. (build)
5. The man ------------- in the park yesterday. (see)
6. Maryam -------------- her pen when she was playing in the schoolyard. (lose)
7. The new film ---------- on Thursdays. (show)
8. Your exam papers ------------- next week. (correct)

IV. Answer these questions.

1. Where is your history teacher now?
   I think ------------------------------------.
2. Where will you go this weekend?
   I think ------------------------------------.

3. What is your mother doing now?
   I guess ------------------------------------.
4. When will you go to the seaside with your parents?
   I hope ------------------------------------.
5. Who will teach your English next year?
   I believe ------------------------------------.

V. Make sentences with the words given.

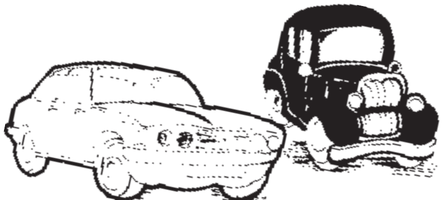
1. Winter / cold / autumn
2. Ali / young / his brother
3. Spring / beautiful / season of the year
4. Peugeot 405 / expensive / Paykan
5. Russia / big / country in the world.

VI. Put these words in the correct order.

1. know - all the questions - I - can't - you - that - answer.
2. house - lived - for - they - many - have - old - in - years - that.
3. the stadium - of - closed - tomorrow morning - the doors - be at 10- will.
4. can't - as - good - a - teach - as - well - she - English - teacher.
5. to - you - listen - tape - times - must - several - this.

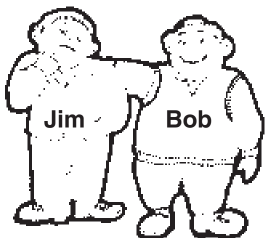
VII. Look at the pictures and complete the questions. Then answer the questions with the word(s) given in parentheses.

1. Which ---------------------?
   -------------------------------.



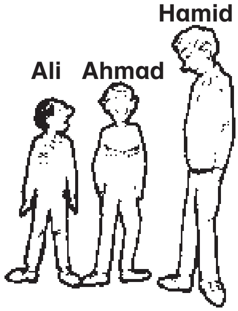
(the black car)

2. Is Bob ---------------------?
   -------------------------------.

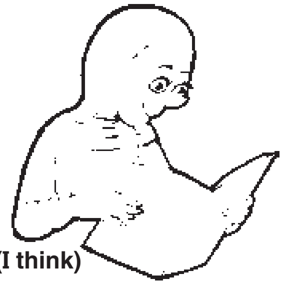


(No)

3. Who -----------------------?
   -------------------------------.



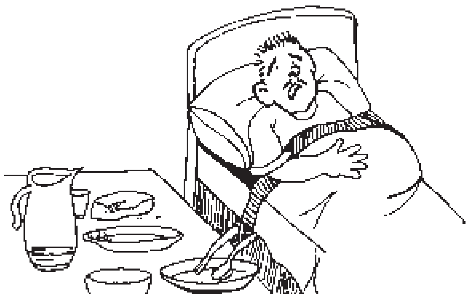
4. What is ---------------------?
   -------------------------------.



(I think)

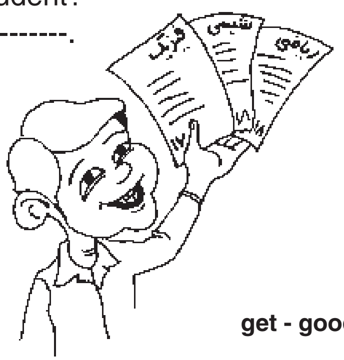
VIII. Look at the pictures and answer the questions. Use the words given.

1. Is the man hungry?
   --------------------------.



eat - food

2. Is Bahram a weak student?
   -----------------------------------.



get - good marks

3. Are these young people tired?

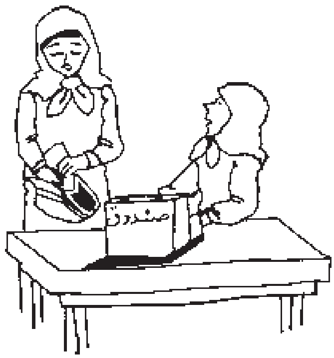
---------------------------------------.



play - football

4. Is the girl upset?

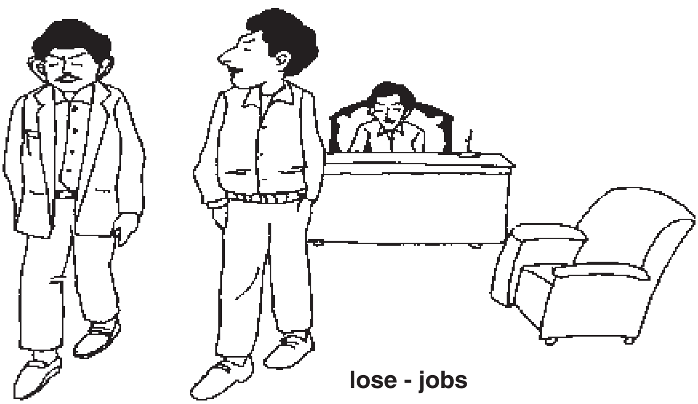
----------------------.



lose - handbag

5. Are the men happy?

---------------------------.



lose - jobs

Key to Phonetic Symbols

Vowels and diphthongs

1	iː	*as in*	**see** /siː/	11	ɜː	*as in*	**fur** /fɜː(r)/
2	ɪ	*as in*	**sit** /sɪt/	12	ə	*as in*	**ago** /ə'gəʊ/
3	e	*as in*	**ten** /ten/	13	eɪ	*as in*	**page** /peɪdʒ/
4	æ	*as in*	**hat** /hæt/	14	əʊ	*as in*	**home** /həʊm/
5	ɑː	*as in*	**arm** /ɑːm/	15	aɪ	*as in*	**five** /faɪv/
6	ɒ	*as in*	**got** /gɒt/	16	aʊ	*as in*	**now** /naʊ/
7	ɔː	*as in*	**saw** /sɔː/	17	ɔɪ	*as in*	**join** /dʒɔɪn/
8	ʊ	*as in*	**put** /pʊt/	18	ɪə	*as in*	**near** /nɪə(r)/
9	uː	*as in*	**too** /tuː/	19	eə	*as in*	**hair** /heə(r)/
10	ʌ	*as in*	**cup** /kʌp/	20	ʊə	*as in*	**pure** /pjʊə(r)/

Consonants

1	p	*as in*	**pen** /pen/	13	s	*as in*	**so** /səʊ/
2	b	*as in*	**bad** /bæd/	14	z	*as in*	**zoo** /zuː/
3	t	*as in*	**tea** /tiː/	15	ʃ	*as in*	**she** /ʃiː/
4	d	*as in*	**did** /dɪd/	16	ʒ	*as in*	**vision** /'vɪʒn/
5	k	*as in*	**cat** /kæt/	17	h	*as in*	**how** /haʊ/
6	g	*as in*	**got** /gɒt/	18	m	*as in*	**man** /mæn/
7	tʃ	*as in*	**chin** /tʃɪn/	19	n	*as in*	**no** /nəʊ/
8	dʒ	*as in*	**June** /dʒuːn/	20	ŋ	*as in*	**sing** /sɪŋ/
9	f	*as in*	**fall** /fɔːl/	21	l	*as in*	**leg** /leg/
10	v	*as in*	**voice** /vɔɪs/	22	r	*as in*	**red** /red/
11	θ	*as in*	**thin** /θɪn/	23	j	*as in*	**yes** /jes/
12	ð	*as in*	**then** /ðen/	24	w	*as in*	**wet** /wet/

/ ˈ / represents *primary stress* as in **about** /ə'baʊt/
/ˌ / represents *secondary stress* as in **academic** /ˌækə'demɪk/

Irregular Verbs

Present	Past	Past Participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feed	fed	fed
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten/got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant

meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
write	wrote	written

Word List

- The numbers inside brackets refer to the lessons.
- The asterisks mark words used in the reading texts.

A

above*	(6)
accept	(9)
across	(9)
A.D.	(9)
address*	(1)
add up	(9)
admire	(9)
again	(1)
age	(9)
air*	(7)
all	(9)
all day long*	(1)
all over*	(1)
alone*	(1)
a long time*	(4)
alphabet	(1)
a short time*	(5)
also*	(2)
a.m.	(8)
America	(8)
American	(5)
among	(9)
angry*	(3)
another*	(4)
anybody*	(3)
Anything else,madam?	(9)
armchair	(4)
art*	(7)
as* (prep)	(2)
as ... as	(3)
Asia	(2)
ask for*	(5)
asleep	(7)
at all*	(6)
at last	(6)
attractive	(6)
Australia	(8)
Australian	(8)
autumn	(4)
awake	(2)

B

back (on the back of)*	(2)
bake	(5)
baker	(5)
be able (to)*	(5)
be afraid of*	(3)
be away*	(5)
be born	(9)
be going to*	(6)
be seated*	(8)
be surprised*	(8)
be wrong	(6)
become*	(1)
bedroom	(4)
believe*	(7)
beside*	(4)
better*	(2)

boat* (6)
boil* (3)
boiling*(adj) (3)
boot* (4)
borrow (4)
branch (4)
brightly* (7)
brush (9)
build* (6)
building (7)
bull (5)
bullfight*(n) (5)
burn* (6)
butcher (5)
but (prep) (6)
by* (3,7)

C

call* (1)
Canada (4)
Canadian (8)
century (9)
certainly (7)
change* (v) (8,5)
change into (6)
Chinese (4)
clean(adj) (3)
clear(v) (4)
clever* (2)
climb (up/down)* (4,2)
cloth* (8)
cloudy (2)
cold (adj) (2)
coconut* (2)
comfortable (4)
cool* (7)
correct (9)
correctly (2)
could* (1)
Could I...? (1)
cow* (2)
creator (9)

D

dark(n) (2)
dark(adj) (6)
daylight* (7)
deep (4)
destroy (9)
dialog (2)
die* (1)
discover* (7)
distance* (7)
Don’t worry.* (7)
draw* (5)
drawing*(n) (5)
dress*(v) (8)
drop down*(v) (2)
during* (7)
duty (9)

E

early (1)
elephant (7)
else* (6)
engine* (6)
England (4)
Englishman* (3)
empty (9)
enemy (9)
enough (6)
Europe (2)
everybody* (1)
exam (2)
exercise(n) (1)
explain (8)

F

face (4)
far(from)* (2)
farm (2)
farmhand* (2)
feed* (8)
few* (3)
field* (2)
fight*(n) (5)
finally* (5)
find* (3)
find one's way back home* (7)
fire* (3)
fireplace* (6)
first (4)
first name (1)
fix (2)
fly* (7)
fly back* (7)
fly by* (7)
follow (9)
follower (9)
foot (3)
for certain* (7)
foreign* (5)
forget* (3)
Frenchman* (5)
front* (4)
full (2)
fun* (1)
funny* (2)

G

Germany* (1)
get late (2)
get lost* (7)
get milk (from a cow)* (5)
get up* (4)
glasses (5)
Glad to meet you. (1)
God (9)
good-looking (6)
go away* (5)
go up* (2)
grandmother* (6)
grass* (2)
great* (3)
green* (2)
group (5)
grow* (1)
grow up* (1)
grow (shorter) (7)
guide (9)
guidance (9)

H

had to (1)
hand (4)
happen* (7)
hard* (adj) (1)
hardly* (adv) (6)
have a cold (2)
have got (5)
have to (1)
He's from ... . (2)
hear* (4)
heavy (snow)* (4)
help (9)
Help yourself. (4)
high* (7)
highly (9)

high school	(3)
highway	(7)
hometown	(9)
honesty	(9)
hope	(7)
host*	(8)
How about this one?	(9)
How far ...?	(2)
How odd!*	(6)

I

ice	(6)
idol	(9)
I'd like... .	(1)
if*	(3)
important	(2)
in front of*	(6)
India	(8)
Indian	(8)
insect*	(7)
interesting	(4)
invite*	(8)
Iranian	(8)
Islam	(9)
It's me.	(2)
Italian	(8)
Italy	(8)

J

Japan	(2)
Japanese	(8)
jungle*	(2)
Just a moment.	(1)

K

keep*	(2)
kettle*	(6)
kill	(8)
kilometer	(2)
kindergarten*	(1)
kindly	(8)

L

land*	(2)
language*	(5)
last(n)	(9)
last name	(1)
later*	(3)
laugh(v)	(2)
learn about sth*	(1)
leave*	(3)
lid*	(6)
light (brown)	(6)
little*	(1)
London*	(3)
long*	(2)
look	(9)
look for*	(6)
lose	(8)
loud*	(4)
loudly	(5)
love*	(1)

M

make	(2)
make a noise	(4)

man (6)
mankind (9)
maybe* (4)
mean* (1)
Mecca (9)
mechanic (7)
Medina (9)
member (6)
message (9)
meter (2)
might* (3)
migrate* (7)
migration* (7)
mile* (7)
monkey* (2)
moon* (7)
more (1)
most (4)
motor-bicycle (1)
move (3)
much* (1)
mushroom* (5)
Muslim (9)
must (1)
mystery* (7)

N

nationality (8)
necessary (2)
Never mind. (4)
Nice to meet you. (1)
nobody* (7)
noise* (4)
no one* (8)
north* (2)
Not at all. (7)
nothing* (6)
number* (3)

O

Okay. (7)
Okay. I will take it (9)
on time (1)
once more* (6)
only* (4)
opposite of (6)
order*(v) (5)
other (6)
out* (4)
out of reach* (3)
outside* (3)
overcoat (5)
own (9)

P

page (3)
paint (8)
pan* (3)
party (8)
pass* (8)
pay for* (1)
pay attention to* (1)
peace be upon him (9)
person* (8)
pick* (2)
piece (of sth)* (2)
plan(n) (7)
plan(v) (8)
plant* (1)
plenty (of)* (7)
p.m. (8)
pocket (3)
poor* (8)
post office (2)
preach (9)

pretty*	(1)
prophet	(9)
push*	(4)
put ... on	(8)

Q

quite	(2)

R

raise*	(2)
really*	(6)
receive	(8)
receive sb with open arms	(9)
remember*	(1)
repair	(8)
repeat	(5)
reply*	(8)
return*	(3)
rial	(1)
rich*	(8)
right now	(4)
ripe*	(2)
rise*	(6)
road*	(4)

S

salad	(1)
same*	(7)
Scotland*	(6)
season	(7)
seat(n)	(6)
second	(4)
secret*	(7)
seed*	(7)
sell	(5)
send	(9)
sense(n)	(9)
sentence*	(5)
servant*	(3)
set*	(8)
share*	(8)
shine*	(7)
side*	(4)
since	(9)
sing*	(6)
sitting room	(4)
sixth	(9)
size	(3)
sleepy	(3)
smoke	(6)
snow (n)	(4)
snow (v)	(2)
snowplow*	(4)
so*	(1)
solve	(3)
so many*	(6)
some day*	(7)
some more*	(6)
something	(2)
sorry	(4)
south*	(7)
Spain*	(5)
Spanish*	(5)
special*	(7)
spring	(2)
stand in line	(2)
star	(7)
steam*	(6)
steam engine*	(6)
still*	(7)
story	(3)
strange	(8)
succeed*	(6)
sunset*	(8)

T

take an exam*	(2)
taxi - driver*	(4)

team	(6)
telephone number	(3)
tell*	(7)
than*	(3)
therefore*	(3)
third	(4)
thirsty	(2)
thousand*	(7)
time*	(3)
time (the first time)	(5)
title	(9)
tomato	(3)
too*(adv)	(4)
tooth (pl.teeth)	(4)
top (on the top of)*	(2)
travel*	(5,2)
treat*	(8)
trip	(8)
true	(9)
trustworthy	(9)
truthful	(9)
truthfulness	(9)
try*	(5)
Turkey	(2)
turn against	(9)
turn down	(7)
turn (into)*	(6)
turn off	(7)
type(v)	(8)

U

understand*	(5,2)
United States*	(5)
universe	(9)
until*	(3)

V

village	(2)
voice*	(4)

W

wagon*	(6)
waiter*	(5)
warm*	(4)
way*	(6)
wear	(5)
weather	(2)
welcome (sb) warmly	(9)
wiegh*	(6)
What do you do?	(2)
What fun it was!*	(4)
What size do you wear?	(9)
what if	(4)
whatever	(3)
where (rel pron)	(3)
Where do you come from?	(2)
Where is he from?	(2)
which*	(2)
while*(conj)	(5)
who (rel pron)	(3)
Who is it on the phone?	(2)
Who’s that man?	(2)
Will you ...?	(7)
winter	(2)
wise	(3)
wonder*	(4)
work clothes*	(8)
world*	(1)
worse	(4)
worship	(9)
worst	(4)
would	(3)
Would you ...?	(7)

Y

yard*	(4)